Midwestern State University
Gordon T. & Ellen West College of Education

Course Title: Comprehensive School Counseling Services

Course Number: COUN 5233

Semester Credits: 3

Professor: Dr. Wendy Helmcamp

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Work phone: (940) 397-4983

Semester: Fall 2021 8 Weeks (Part of Term B)

Classroom: Online

Class Format: Online

Office Hours: 8:30-10:30 am Monday-Thursday (aside from holidays) in office and via zoom. I am available to schedule individual zoom sessions if needed.

In this Syllabi you will find:

- Content areas
- Knowledge and skills outcomes
- Methods of instruction
- Required text or reading
- Student performance evaluation criteria and procedures
- A disability accommodation policy and procedure statement

Instructor Response Policy:

During the week (Monday – Friday), I will respond within 12 hours. During holidays and weekends, I will respond within 24 hours. I respond to my email wendy.helmcamp@msutexas.edu consistently. Please do not hesitate to contact me.

Required Text:

American School Counseling Association. (2019). ASCA National Model: A Framework for
     School Counseling Programs, Fourth Edition. Alexandria, VA: Author.

American School Counselor Association. (2019). The ASCA National Model Implementation Guide,
     Second Edition. Alexandria, VA: Author.

The MSU Clinical Mental Health and School Counseling programs require at least a B average. C's are unacceptable, and more than 2 C's will put you in danger of being removed from the program. Please consult the Student Handbook for more information.

Required Technology:
- D2L: all students access the course through D2L. If you are unfamiliar with D2L, please seek training through the distance learning office.
- Google Sites: All students will create a comprehensive developmental counseling program for their school of choice (Elementary, Middle School, or High School) on Google Sites. The purpose of this project is to give you something that you can take to job interviews. You can tailor the plan to any school at which you interview. Each week you will create new sections of the website. At the end of the semester, you will have completed a virtual school counseling plan you can take with you into a school counseling interview and your future career.

Catalog/Course Description:
- The organization, implementation, and evaluation of developmental guidance and counseling programs in elementary and secondary schools.

Optional Zoom Classes: Four optional (but encouraged) classes will be held through Zoom on:
October 19, Tuesday, at 5 pm
November 2, Tuesday, at 5 pm
November 16, Tuesday, at 5 pm
November 30, Tuesday, at 5 pm

CACREP School Counseling Standards Addressed in this Course:

1. Foundations

a. history and development of school counseling

b. models of school counseling programs

c. models of p-12 comprehensive career development

d. models of school-based collaboration and consultation

e. assessments specific to P-12 education

2. Contextual Dimensions
a. school counselors as leaders, advocates, and systems change agents in P-12 schools.

b. school counselors' roles in consultation with families P-12 and postsecondary personnel and community agencies.

c. school counselor roles in relation to college and career readiness.

d. school counselor roles in school leadership and multidisciplinary teams.

f. competencies to advocate for school counseling roles.

g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.

i. signs and symptoms of substance abuse in children and adolescents as well as signs and symptoms of living in a home where substance abuse occurs.

j. qualities and styles of effective leadership in schools

k. community resources and referral sources.

n. legal and ethical considerations specific to schools.

3. Practice

a. development of school counseling program mission statements and objectives.

b. design and evaluation of school counseling programs.

c. core curriculum design, lesson plans development, classroom management strategies, and differentiated instructional strategies.

d. interventions to promote academic development

e. use of developmentally appropriate career counseling interventions and assessments.

f. techniques of personal/social counseling in school settings.

g. strategies to facilitate school and postsecondary transitions.

h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.

i. approaches to increase promotion and graduation rates.

j. interventions to promote college and career readiness.

k. strategies to promote equity in student achievement and college access.

l. techniques to foster collaboration and teamwork in the schools.

n. use of accountability data to inform decision making.

o. use of data to advocate for programs and students.

TExES Competencies Addressed in this Course:

Competency 001:

A. Demonstrate knowledge of developmental progressions in the social, emotional, physical, motor, language, and cognitive domains in children and adolescents; developmental challenges at different stages of development; and how to support students' development across domains.

B. Demonstrate knowledge of developmental variation, the interrelatedness of developmental domains, and how this interrelatedness may affect students' performance and behavior.

D. Apply knowledge of variables that may influence a student's development, learning, and behavior (e.g., environment, health, socioeconomic circumstances, disability, life experiences, language fluency, stress, trauma, individual learning style, culture, gender identity, ethnicity, race, geopolitical factors).

E. Apply knowledge of the characteristics and needs of students within special populations (e.g., gifted and talented, homeless, migrant, special education, English learners, immigrants, refugees, students who meet at-risk criteria).

G. Apply knowledge of how to plan and implement developmentally appropriate activities, experiences, and interventions that are responsive to students' needs and facilitate optimal development across the life span.

Competency 002:

A. Demonstrate knowledge of ways in which diverse characteristics (e.g., race, culture, ethnicity, religion, gender identity, socioeconomic status, linguistic diversity, immigration status, exceptionality, learning styles, physical or cognitive abilities) may affect the manifestation of strengths and difficulties in the educational, career, personal, and social areas.

B. Apply knowledge of strategies for promoting understanding of sensitivity to, and interaction with students' diverse characteristics and for fostering awareness, appreciation, and respect for diversity.

C. Apply knowledge of strategies for helping all students feel welcome; using students' diverse characteristics and backgrounds to enrich learning experiences; and building a learning community characterized by respect for, affirmation of, and interaction with all students.

D. Demonstrate knowledge of ways to encourage the development of an inclusive learning community where students assume responsibility, participate in decision making, and work independently as well as collaboratively in learning activities.

E. Demonstrate knowledge of strategies for teaching about bias, stereotyping, prejudice, discrimination, and oppression and how these issues may affect students, including strategies for intervening with students who demonstrate inappropriate behaviors.

F. Recognize changing societal trends (e.g., demographic, economic, technological) and cultural, economic, and political issues surrounding diversity, equity, and access.

G. Demonstrate knowledge of cultural competencies related to diversity, equity, and access and the importance of acknowledging personal biases, addressing personal prejudices, and promoting culturally responsive behaviors that affirm all students' humanity.

Competency 005:

A. Demonstrate knowledge of individual educational planning as a component of the developmental school counseling program and how to guide students to help enhance their own educational development.

B. Demonstrate knowledge of factors, issues, and procedures related to academic placement and selection of student courses in various situations.

Competency 008:

A. Demonstrate knowledge of procedures and strategies for effective communication, consultation, and collaboration in the educational environment, including the use of face-to-face, written, and technology-based communication methods.

B. Demonstrate knowledge of the components of culturally responsive, school-based consultation.

Competency 009:

J. Recognize emerging issues and trends in school counseling and the legal and ethical implications associated with these issues and trends.

Competency 010:

A. Analyze various forms of student data to identify and describe, with supporting evidence, a student's educational, career, personal, or social need.

B. Integrate knowledge of effective counseling approaches and best practice to select a developmentally appropriate intervention for addressing an identified student need.

C. Apply knowledge of techniques for collaboration to explain an appropriate method for involving others in the implementation of interventions to address an identified student need.

D. Apply knowledge of assessment to select an appropriate method for evaluating the effectiveness of an intervention in addressing an identified student need.

Learning Objectives:

1. Conceptualize the organization of exemplary school counseling programs and how to administer comprehensive services.

2. Delineate the procedures for designing, planning, implementing, and evaluating developmentally appropriate services for students.

3. Define the mission and specific goals for a school counseling program and how to systematically interface with other school programs.

4. Identify stakeholders in counseling programs and how to create a counseling services advisory committee.

5. Utilize data to create a comprehensive school counseling program.

6. Identify sources of data, such as existing school records, focus group information, referrals' input, and interviews with other school or community professionals.

7. Provide leadership and programing to increase promotion and graduation rates and to promote equity in student achievement.

8. Advocate for school counseling services, using accountability data.

9. Identify student needs regarding mental health issues, behavioral disorders, and impacts of substance abuse.

I.   COURSE EXPECTATIONS

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association's Code of Ethics (2014). The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the American Counseling Association website for details related to these guidelines.

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

Online Etiquette: It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association Code of Ethics (2014), and treat all members of the class with respect.

Diversity: It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Confidentiality: Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

Academic Dishonesty: Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.

- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.

Statement of Disability: Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes. If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

Attendance: You will be required to post at least three academic paragraphs in each week's discussion board. You are also required to reply to at least one other student's discussion board post. This is seen as your weekly attendance in class. Failing to post, reply, or both each week results in loss of points and would be the same as if you did not attend class that week. An academic paragraph needs at least five sentences in it.

Late Work: All papers and assignments must be turned in the day they are due. **No exceptions.** If you have an emergency, please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered **10%**. Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth a considerable number of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

COVID: Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

Focus of the Course: Using the standards of the American School Counseling Association National Model, students will demonstrate knowledge of how to create a comprehensive, developmental school counseling plan.

Course Calendar and Activities:

Class Session	CACREP Standards	Topics	Materials	Activities/ Assignments
Week 1: 10/18-10/24 **Optional Zoom: 10/19 at 5 pm**	1.a., 1.c., 1.d.	Introduction Course Orientation Syllabus ASCA Model Manage, Assess, Define, Deliver ASCA National Model Section I: Define	-ASCA National Model Executive Summary xii.-xv. -ASCA National Model p. 1-28	Order books on Amazon; get Gmail, access google sites; explore google sites Read: -ASCA National Model Executive Summary xii.-xv. -ASCA National Model p. 1-28 Create: Google Sites Shell for your chosen school **Create Assignment 1 in google sites:** Define **Discussion Board Post**
Week 2: 10/25-10/31	3.a., 3.b., 3.d., 3.i., 3.k, 3.n., 3.o.	ASCA Model Manage: Beliefs, Mission Statement, Vision Statement. ASCA Model Manage: Program Planning: School Data Summary	-ASCA Implementation Guide p. 5-37 -ASCA National Model p. 29-41	Read: Implementation Guide p. 5-37 ASCA Model p. 29-41 **Create Assignment 2 in google sites:** Beliefs, Mission Statement, Vision Statement Program Planning: Data Informed School Counseling **Create Assignment 3 in google sites:** Program Planning: Data Informed **Discussion Board Post**
Week 3: 11/1-11/7 **Optional Zoom: 11/2 at 5 pm**	3.s, 3.d., 3.h. 3.l. 3.c., 3.j.	ASCA Model Manage: Program Planning: Annual Student Outcome Goals ASCA Model Manage:	-ASCA Implementation Guide p. 38-58 -ASCA National Model p.42-47 -ASCA Implementation Guide p. 59-84	**Create Assignment 4:** Program Planning: Annual Student Outcome Goals **Create Assignment 5:** ASCA Mindsets and Behaviors for Student Success **Discussion Board Post**

Class Session	CACREP Standards	Topics	Materials	Activities/ Assignments
		ASCA Mindsets and Behaviors for Student Success	-ASCA National Model p. 48-51	
Week 4: 11/8-11/14	2.g., 2.c., 2.f., 2.j.	ASCA Model Manage: Closing the Gap: Action Plan/Results Report ASCA Model Manage: Delivery of Services: Use of Time	-ASCA Implementation Guide p. 85-94 -ASCA National Model p. 52-54 -ASCA Implementation Guide p. 102-118 -ASCA National Model p. 63-71	**Create Assignment 6**: Closing the Gap: Action Plan/Results Report **Create Assignment 7:** Delivery of Services: Use of Time **Discussion Board Post**
Week 5: 11/15-11/21 **Optional Zoom: 11/16 at 5 pm**	1., 2.b, 3.e. 3.l., 3.n., 3.o.	ASCA Model Manage: Lesson Plans ASCA Model Manage: Annual Administrative Conference Agreement	-ASCA Implementation Guide p. 95-101 -ASCA National Model p.55-59 -ASCA Implementation Guide p. 119-127 -ASCA National Model p. 58-62	**Create Assignment 8:** Lesson Plans **Create Assignment 9:** Annual Administrative Conference Agreement **Discussion Board Post** **Form groups for Career Interest Inventory Project**
Week 6: 11/22-11/28	2.d, 3.b. 2.i, 2.k., 2.n., 3.f., 3.g.	ASCA Model Manage: Advisory Council ASCA Model Section III. Deliver	-ASCA Implementation Guide p. 128-138 -ASCA National Model p. 72-84	**Create Assignment 10:** Advisory Council **Create Assignment 11:** Deliver: Direct and Indirect Services to Students **Discussion Board Post**
Week 7: 11/29-12/5 **Optional Zoom: 11/30 at 5 pm**	3.n., 3.o.	Section IV. Assess	-ASCA Implementation Guide p. 141-156 -ASCA National Model p. 85-114	**Create Assignment 12:** Assess **Discussion Board Post**
Week 8: 12/6-12/10		Career Interest Inventory,	-ASCA National Model	**Due: -Comprehensive School Counseling Plan Website**

Class Session	CACREP Standards	Topics	Materials	Activities/ Assignments
	2.c., 2.g., 2.k., 3.b., 3.e., 3.f., 3.g., 3.h., 3.j.	Endorsements, 4-Year, Career, & Social/Emotional Plan	-ASCA Implementation Guide	**-Career Interest Inventory Group Project** **Discussion Board Post**

EVALUATION AND ASSIGNMENTS:

1. **Discussion Board Posts: (8 posts at 1 point each = 8 points)**

Students are required to answer questions or complete assignments regularly related to the weekly reading. Every week students will be required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person's thread. The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week. Follow directions to get full points each week. Late work will not be accepted.

2. **Mock Comprehensive Counseling Program Website: (5 points per section/12 sections = 60 points) (See rubric in appendix)**

Students will work on a mock comprehensive school counseling program website. The purpose of this assignment is to prepare you to create a comprehensive school counseling program in your role as a school counselor. Please use information from a school at which you serve as a teacher, or a school at which you would like to become a school counselor. Completing this project will prepare you to create a program the first year you start as a school counselor. It can also be used as a digital portfolio of what you can create as a school counselor for job interview purposes. You will work on this portfolio all semester. It may be challenging and feel like a lot of work. However, you must work diligently weekly. See details below.

Each week you will create a new page(s) or section(s) of your website by completing your weekly assignment. You will share a link to the assignment each week in D2L. At the end of the semester, you will have a full, functioning website that showcases your understanding of the ASCA national model and provides a visual representation of your ability to develop a comprehensive school counseling program. **Please make sure to address these TEA competencies in your website: Diversity and Cultural Competence, Guidance, Individual Planning, Systems Support, Program Management, Professional Practice, and Analysis and Response (see rubric in appendix).**

Components of the Project:
    I.   Cover Page, Title, and Creative Graphics
    II.   Table of Contents Which Includes:
        1. Define: Description of the ASCA Model and the Role of the School Counselor
        2. Beliefs: Mission Statement, Belief Statements, Vision Statement
        3. Program Planning: Data Informed School Counseling
        4. Program Planning: Annual Student Outcome Goals
        5. ASCA Mindsets and Behaviors for Student Success

6. Closing the Gap: Action Plan/Results Report
7. Delivery of Services: Use of Time
8. Lesson Plans (at least 5)
9. Annual Administrative Conference Agreement
10. Advisory Council
11. Deliver: Direct and Indirect Services to Students
12. Assess

III. Pages/Tabs which fully address each of the titles in the Table of Contents above. These should be completed weekly with a link to the site in D2L. I will be grading on comprehensiveness, adherence to the model, and thoughtfulness regarding tailoring interventions to the needs of the school.

IV. Creativity

V. Appropriateness of Citations when necessary (site any unoriginal work)

Google Site Example by Kelly Varhola:

https://sites.google.com/view/krvarhola/home?authuser=

3. Career Interest Inventory Group Assignment: (32 points) (See rubric in appendix)

Many middle schools require 8th grade students to complete a career interest inventory to help them choose an endorsement for high school. In a group of 2 to 4 of your peers, you will interview an 8th grade or 9th grade student and analyze a set of data to create three education plans:

1. Social/Emotional Plan – includes issues, concerns, coping skills, support system, resources, etc.

2. High School 4-year Plan – includes academic courses taken each year in high school based on future goals and endorsement

3. Career Plan – includes life after high school plan: college, trade school, military, or workforce

The education plans will *facilitate students' educational, career, personal, and social growth and development as articulated in* The Texas Model for Comprehensive School Counseling Programs. The student plans should vary by interest and career path including goals associated with college and career readiness. This will require you to analyze and interpret:

- Qualitative Data: student interview discussing his/her own strengths and interests for a future career, parent input, teacher input, etc.
- Quantitative Data: student's results after taking the career interest inventory, grades, PSAT scores, STAAR scores, Myers-Briggs results, etc.

The data will help you identify the student's strengths and needs so you can design effective interventions. You will discuss the student's academic strengths, interests, personality characteristics, test scores, and career interest inventory results to help a student choose an endorsement for high school. Please make sure to obtain parent/guardian written permission for this assignment. **Please make sure to address these TEA competencies in your website: Diversity and Cultural Competence, Guidance, Individual Planning, Systems Support, Program Management, Professional Practice, and Analysis and Response (see rubric in appendix).**

Grading Procedures:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 or below

Discussion Board Posts (1 point per week/8 weeks) = 8 points
Mock Counseling Project Website (5 points per section/12 sections) = 60 points Tk20
Career Interest Inventory Group Project = 32 points Tk20
Total= 100 points

II.   DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS

The counselor education program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. To fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. For further clarification on review and retention, refer to the handbook.

Classroom Behaviors: Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings. Specifically, these include:

- Avoiding tardiness and late arrival to class.
- Being attentive and participative in class and online.
- Not using cell phones and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.
- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

III.   STUDENT ETHICS AND OTHER POLICY INFORMATION

Ethics: For further information about Midwestern State University's policies regarding student ethics and conduct, please contact 940-397-4135 (Student Support Services).

Special Notice: Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration (Schedule of Classes and Statement of Account).

Campus Carry: Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are

appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](). As this is an online class, this policy should not apply, but please familiarize yourself with this and other campus policies.

Limited Right to Intellectual Property: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product to verify originality and authenticity, and for educational purposes.

Midwestern State University Mission Statement: MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university's undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

Midwestern State University Values:

1. Excellence in teaching, learning, scholarship, and artistic production
2. Intellectual curiosity and integrity
3. Critical thinking
4. Emotional and physical well-being
5. Mutual respect, civility, and cooperation
6. Social justice
7. Civic service
8. Stewardship of the environment, and of financial and human resources
9. A safe, attractive, and well-designed campus

Midwestern State University Counseling Program Objectives:

- Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
- Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies
- Address student learning
- Written so they can be evaluated

The MSU Counseling Program requires students to maintain a B average. After the second C is obtained in the program, students must appeal to re-enter the program, and they are required to retake classes. Re-acceptance is up to the discretion of the program re-admission committee.

References:

American School Counseling Association. (2019). ASCA National Model: A Framework for School
Counseling Programs, Fourth Edition. Alexandria, VA: Author.

American School Counselor Association. (2019). The ASCA National Model Implementation Guide,

Second Edition. Alexandria, VA: Author.

APPENDIX

Mock Comprehensive Counseling Program Website Rubric

SC Mock Website Criteria	Accomplished 4	Expected 3	Needs Improvement 2	Unacceptable 1
SC Competency 002 (Diversity and Cultural Competence): Understand diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students. *TEC 239.15.IV CACREP-SC.3.k.l*	The candidate demonstrates an understanding of diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students. The understanding includes knowledge of a. ways in which diversity characteristics may affect manifestation of strengths and difficulties b. ways to encourage inclusive learning c. strategies for teaching about bias d. cultural competencies e. restorative practices f. changing societal trends AND ability to apply knowledge of g. strategies for promoting understanding h. helping all students feel welcome	The candidate demonstrates an understanding of diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students. The understanding includes knowledge of a. ways in which diversity characteristics may affect manifestation of strengths and difficulties b. ways to encourage inclusive learning c. strategies for teaching about bias d. cultural competencies e. restorative practices f. changing societal trends However, the candidate has not demonstrated ability to apply knowledge of g. strategies for promoting understanding h. helping all students feel welcome	The candidate demonstrates an understanding of diversity issues OR cultural competencies related to school counseling. The understanding includes knowledge of a. ways in which diversity characteristics may affect manifestation of strengths and difficulties b. ways to encourage inclusive learning c. strategies for teaching about bias d. cultural competencies e. restorative practices f. changing societal trends	The candidate does not demonstrate an understanding of diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students including the knowledge of a. ways in which diversity characteristics may affect manifestation of strengths and difficulties b. ways to encourage inclusive learning c. strategies for teaching about bias d. cultural competencies e. restorative practices f. changing societal trends
SC Competency 003 (Guidance): Understand instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in *The Texas Model for*	The candidate demonstrates an understanding of instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in The Texas Model for Comprehensive School Counseling Programs including knowledge of a. procedures for engaging in ongoing review of student knowledge and skill	The candidate demonstrates an understanding of instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in The Texas Model for Comprehensive School Counseling Programs including knowledge of a. procedures for engaging in ongoing review of student knowledge and skill b. curriculum design and pedagogy c. scope and sequence	The candidate demonstrates an understanding of instructional practices for students' educational, career, personal, OR social growth and development but is not necessarily aligned with the Texas Model for Comprehensive School Counseling Programs.	The candidate does not demonstrate an understanding of instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development.

SC Mock Website Criteria	Accomplished 4	Expected 3	Needs Improvement 2	Unacceptable 1
Comprehensive School Counseling Programs. *TEC 239.15.I* *CACREP-SC.3.c.f*	b. curriculum design and pedagogy c. scope and sequence AND ability to d. analyze various types of data e. apply pedagogy f. promote social skills	However, the candidate has not demonstrated ability to apply knowledge of d. analyzing various types of data e. applying pedagogy f. promoting social skills		
SC Competency 005 (Individual Planning): Understand techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development. *TEC 239.15.III* **CACREP-SC.2.c** **CAEP A.1.1.5**	The candidate demonstrates an understanding of techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development including knowledge of a. individual education planning b. academic placement c. postsecondary placement AND ability to apply d. short- and long-term goal acquisition for students e. strategies for helping students align abilities to postsecondary education f. strategies for guiding students toward graduation g. theories for helping students meet College, Career and Military Readiness	The candidate demonstrates an understanding of techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development including knowledge of a. individual education planning b. academic placement c. postsecondary placement However, the candidate has not demonstrated an ability to apply knowledge of d. short- and long-term goal acquisition for students e. strategies for helping students align abilities to postsecondary education f. strategies for guiding students toward graduation g. theories for helping students meet College, Career and Military Readiness	The candidate demonstrates knowledge of techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, OR social development.	The candidate does not demonstrate an understanding of techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development.
SC Competency 006 (Systems Support): Understand procedures, processes, and strategies for	The candidate demonstrates an understanding of the procedures, processes, and strategies for providing systems support including knowledge of	The candidate demonstrates an understanding of the procedures, processes, and strategies for providing systems support including knowledge of	The candidate has knowledge of the procedures, processes, and strategies for providing systems support.	The candidate does not demonstrate an understanding of the procedures, processes, and strategies for providing systems support.

SC Mock Website Criteria	Accomplished 4	Expected 3	Needs Improvement 2	Unacceptable 1
providing systems support. *TEC 239.15.III* *CACREP-SC.1.b.d* *CACREP-SC.2.a.d*	a. system support of a comprehensive school counseling program b. school counselor's role in decision making teams c. strategies for facilitating teamwork AND the ability to apply knowledge of d. procedures for implementing school-wide programs for student needs e. procedures for implementing professional growth to school personnel	a. system support of a comprehensive school counseling program b. school counselor's role in decision making teams c. strategies for facilitating teamwork However, the candidate has not demonstrated ability to apply knowledge of d. procedures for implementing school-wide programs for student needs e. procedures for implementing professional growth to school personnel		
SC Competency 007 (Program Management): Understand the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program. *TEC 239.15.II* *CACREP-SC.1.b.d.e* **CAEP A.1.1.1**	The candidate demonstrates an understanding of the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program including knowledge of a. mission statement development b. assumption of comprehensive school counseling programs c. organization of assumption of comprehensive school counseling programs d. appropriate instruments for collecting data e. planning and managing tasks related to a comprehensive school counseling program	The candidate demonstrates an understanding of the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program including knowledge of a. mission statement development b. assumption of comprehensive school counseling programs c. organization of assumption of comprehensive school counseling programs d. appropriate instruments for collecting data e. planning and managing tasks related to a comprehensive school counseling program	The candidate demonstrates knowledge of the components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program.	The candidate does not demonstrate an understanding of the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program.

SC Mock Website Criteria	Accomplished 4	Expected 3	Needs Improvement 2	Unacceptable 1
	AND the ability to apply knowledge of f. prioritizing goals related to a comprehensive school counseling program g. communication strategies for a comprehensive school counseling program h. processes for data collection and analysis	However, the candidate has not demonstrated ability to apply knowledge of f. prioritizing goals related to a comprehensive school counseling program g. communication strategies for a comprehensive school counseling program h. processes for data collection and analysis		
SC Competency 009 (Professional Practice): Understand the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling. *TEC 239.15.VI CACREP-SC.1.a CACREP-SC.2.a.n*	The candidate demonstrates an understanding of the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling including knowledge of a. the history of comprehensive school counseling programs b. professional responsibility for school counselors c. formal and informal assessments d. professional growth e. self-assessment f. federal, state, and local laws AND the ability to apply knowledge of g. leadership and advocacy strategies for school culture h. school counselor ethics	The candidate demonstrates an understanding of the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling including knowledge of a. the history of comprehensive school counseling programs b. professional responsibility for school counselors c. formal and informal assessments d. professional growth e. self-assessment f. federal, state, and local laws However, the candidate has not demonstrated ability to apply knowledge of g. leadership and advocacy strategies for school culture h. school counselor ethics	The candidate demonstrates knowledge of the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling.	The candidate does not demonstrate an understanding of the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling.
SC Competency 010 (Analysis and Response): In a written response,	The candidate demonstrates the ability to analyze and interpret qualitative and quantitative data to identify a given student's strengths	The candidate demonstrates the ability to analyze and interpret qualitative and quantitative data to identify a given student's strengths	The candidate demonstrates the ability to analyze and interpret qualitative and quantitative data to identify a given student's	The candidate does not demonstrate the ability to analyze and interpret qualitative and quantitative data to identify

SC Mock Website Criteria	Accomplished 4	Expected 3	Needs Improvement 2	Unacceptable 1
analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design an effective intervention. *CACREP-SC.1.e*	and needs and design an effective intervention including the knowledge to a. analyze student data b. integrate knowledge of effective counseling approaches based on data c. utilize collaboration to explain methods for involving others in interventions d. select methods for evaluating effectiveness of an intervention	and needs but the design of the intervention does not include all of the following knowledge to a. analyze student data b. integrate knowledge of effective counseling approaches based on data c. utilize collaboration to explain methods for involving others in interventions d. select methods for evaluating effectiveness of an intervention	strengths and needs but is not able to design an effective intervention.	a given student's strengths and needs to design an effective intervention.

Career Interest Inventory Rubric

Career Interest Inventory Criteria	Accomplished 4	Expected 3	Needs Improvement 2	Unacceptable 1
SC Competency 002 (Diversity and Cultural Competence): Understand diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students. *TEC 239.15.IV CACREP-SC.3.k*	The candidate demonstrates an understanding of diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students. The understanding includes knowledge of a. ways in which diversity characteristics may affect manifestation of strengths and difficulties b. ways to encourage inclusive learning c. strategies for teaching about bias d. cultural competencies e. restorative practices f. changing societal trends	The candidate demonstrates an understanding of diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students. The understanding includes knowledge of a. ways in which diversity characteristics may affect manifestation of strengths and difficulties b. ways to encourage inclusive learning c. strategies for teaching about bias d. cultural competencies e. restorative practices f. changing societal trends	The candidate demonstrates an understanding of diversity issues OR cultural competencies related to school counseling. The understanding includes knowledge of a. ways in which diversity characteristics may affect manifestation of strengths and difficulties b. ways to encourage inclusive learning c. strategies for teaching about bias d. cultural competencies e. restorative practices f. changing societal	The candidate does not demonstrate an understanding of diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students including the knowledge of a. ways in which diversity characteristics may affect manifestation of strengths and difficulties b. ways to encourage inclusive learning c. strategies for

Career Interest Inventory Criteria	Accomplished 4	Expected 3	Needs Improvement 2	Unacceptable 1
	AND ability to apply knowledge of g. strategies for promoting understanding h. helping all students feel welcome	However, the candidate has not demonstrated ability to apply knowledge of g. strategies for promoting understanding h. helping all students feel welcome	trends	teaching about bias d. cultural competencies e. restorative practices f. changing societal trends
SC Competency 003 (Guidance): Understand instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in *The Texas Model for Comprehensive School Counseling Programs.* *TEC 239.15.I* *CACREP-SC.1.b.c* *CACREP-SC.3.d*	The candidate demonstrates an understanding of instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in The Texas Model for Comprehensive School Counseling Programs including knowledge of a. procedures for engaging in ongoing review of student knowledge and skill b. curriculum design and pedagogy c. scope and sequence AND ability to d. analyze various types of data e. apply pedagogy f. promote social skills	The candidate demonstrates an understanding of instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in The Texas Model for Comprehensive School Counseling Programs including knowledge of a. procedures for engaging in ongoing review of student knowledge and skill b. curriculum design and pedagogy c. scope and sequence However, the candidate has not demonstrated ability to apply knowledge of d. analyzing various types of data e. applying pedagogy f. promoting social skills	The candidate demonstrates an understanding of instructional practices for students' educational, career, personal, OR social growth and development but is not necessarily aligned with the Texas Model for Comprehensive School Counseling Programs.	The candidate does not demonstrate an understanding of instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development.
SC Competency 005 (Individual Planning): Understand techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development.	The candidate demonstrates an understanding of techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development including knowledge of a. individual education planning b. academic placement c. postsecondary placement AND ability to apply d. short- and long-term goal acquisition for students	The candidate demonstrates an understanding of techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development including knowledge of a. individual education planning b. academic placement c. postsecondary placement However, the candidate has not demonstrated ability to apply knowledge of	The candidate demonstrates knowledge of techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, OR social development.	The candidate does not demonstrate an understanding of techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development.

Career Interest Inventory Criteria	Accomplished 4	Expected 3	Needs Improvement 2	Unacceptable 1
TEC 239.15.III CACREP-SC.2.c CACREP-SC.3.d.e.i.j.k	e. strategies for helping students align abilities to postsecondary education f. strategies for guiding students toward graduation g. theories for helping students meet College, Career and Military Readiness	d. short- and long-term goal acquisition for students e. strategies for helping students align abilities to postsecondary education f. strategies for guiding students toward graduation g. theories for helping students meet College, Career and Military Readiness		
SC Competency 006 (Systems Support): Understand procedures, processes, and strategies for providing systems support. *TEC 239.15.III CACREP-SC.1.d CACREP-SC.3.l*	The candidate demonstrates an understanding of the procedures, processes, and strategies for providing systems support including knowledge of a. system support of a comprehensive school counseling program b. school counselor's role in decision making teams c. strategies for facilitating teamwork AND the ability to apply knowledge of d. procedures for implementing school-wide programs for student needs e. procedures for implementing professional growth to school personnel	The candidate demonstrates an understanding of the procedures, processes, and strategies for providing systems support including knowledge of a. system support of a comprehensive school counseling program b. school counselor's role in decision making teams c. strategies for facilitating teamwork However, the candidate does not demonstrate ability to apply knowledge of d. procedures for implementing school-wide programs for student needs e. procedures for implementing professional growth to school personnel	The candidate has knowledge of the procedures, processes, and strategies for providing systems support.	The candidate does not demonstrate an understanding of the procedures, processes, and strategies for providing systems support.
SC Competency 007 (Program Management): Understand the foundational components of and procedures for developing, implementing, and evaluating the comprehensive	The candidate demonstrates an understanding of the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program including knowledge of a. mission statement development b. assumption of comprehensive school counseling programs	The candidate demonstrates an understanding of the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program including knowledge of a. mission statement development b. assumption of comprehensive school counseling programs	The candidate demonstrates knowledge of the components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program.	The candidate does not demonstrate an understanding of the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program.

Career Interest Inventory Criteria	Accomplished 4	Expected 3	Needs Improvement 2	Unacceptable 1
school counseling program. *TEC 239.15.II* *CACREP-SC.1.e* *CACREP-SC.3.e.o* **CAEP A.1.1.1** **CAEP A.1.1.3**	c. organization of assumption of comprehensive school counseling programs d. appropriate instruments for collecting data e. planning and managing tasks related to a comprehensive school counseling program AND the ability to apply knowledge of f. prioritizing goals related to a comprehensive school counseling program g. communication strategies for a comprehensive school counseling program h. processes for data collection and analysis	c. organization of assumption of comprehensive school counseling programs d. appropriate instruments for collecting data e. planning and managing tasks related to a comprehensive school counseling program However, the candidate does not demonstrate ability to apply knowledge of f. prioritizing goals related to a comprehensive school counseling program g. communication strategies for a comprehensive school counseling program h. processes for data collection and analysis		
SC Competency 009 (Professional Practice): Understand the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling. *TEC 239.15.VI* *CACREP-SC.1.a* *CACREP-SC.2.a.m.n*	The candidate demonstrates an understanding of the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling including knowledge of a. the history of comprehensive school counseling programs b. professional responsibility for school counselors c. formal and informal assessments d. professional growth e. self-assessment f. federal, state, and local laws AND the ability to apply knowledge of g. leadership and advocacy strategies for school culture h. school counselor ethics	The candidate demonstrates an understanding of the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling including knowledge of a. the history of comprehensive school counseling programs b. professional responsibility for school counselors c. formal and informal assessments d. professional growth e. self-assessment f. federal, state, and local laws However, the candidate does not have the ability to apply knowledge of g. leadership and advocacy strategies for school culture h. school counselor ethics	The candidate demonstrates knowledge of the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling.	The candidate does not demonstrate an understanding of the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling.

Career Interest Inventory Criteria	Accomplished 4	Expected 3	Needs Improvement 2	Unacceptable 1
SC Competency 010 (Analysis and Response): In a written response, analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design an effective intervention. *CACREP-SC.1.e CACREP-SC.3.d.e.f.l.n* CAEP A.1.1.2	The candidate demonstrates the ability to analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design an effective intervention including the knowledge to a. analyze student data b. integrate knowledge of effective counseling approaches based on data c. utilize collaboration to explain methods for involving others in interventions d. select methods for evaluating effectiveness of an intervention	The candidate demonstrates the ability to analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs but the design of the intervention does not include all of the following knowledge to a. analyze student data b. integrate knowledge of effective counseling approaches based on data c. utilize collaboration to explain methods for involving others in interventions d. select methods for evaluating effectiveness of an intervention	The candidate demonstrates the ability to analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs but is not able to design an effective intervention.	The candidate does not demonstrate the ability to analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs to design an effective intervention.