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

Course Title: Introduction to School Counseling

Course Number: COUN 5403

Semester Credits: 3

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Instructor: Dr. Wendy Helmcamp, PhD, LPC-S   **Semester**: Fall 2022 - Part of Term A (8 weeks)
Office: Bridwell Hall 327   **Office Phone:** 940-397-4983
Email: wendy.helmcamp@msutexas.edu   **Classroom/Class Times:** Online
Office Hours: Tuesday through Thursday 8:30-10:30 am

* I am also available for scheduled appointments through Zoom.

Course Goals
- This course is designed to prepare school counseling students to understand the role and function of the contemporary school counselor and how the school counselor functions within an elementary, middle, and high school.
- Students will understand and learn how to implement the ASCA National Model.
- Students will be introduced to the ethical standards of ASCA and ACA and will learn about common ethical issues that emerge in school counseling settings.
- Students will develop a basic understanding of social justice and oppression issues, as they apply to education, and strategies for advocating on behalf of students to help them achieve success.

Course Rationale
School counselors occupy a unique professional role in a school setting. The implementation of a Comprehensive School Counseling Program based on the ASCA National Model benefits students in schools in a variety of ways. Counseling helps youth face emotional, social, and academic challenges. Consulting and collaboration with other professionals and family members provides the support network young people need to be successful. Prevention programming builds students' coping abilities. Counselor leadership helps create a healthy environment where youth can succeed both while in school and in the future.

Required Text:

Davis, Tamara, E. (2015). *Exploring school counseling*. Stamford, CN. Cengage Learning.

Suggested Texts:

American Psychological Association. (2020). *Publication manual of the American Psychological Association, Seventh Edition.* Washington, D.C.: American Psychological Association.

American School Counselor Association. (2019). *ASCA national model: A framework for school counseling programs, Fourth Edition.* American School Counselor Association.

Course Objectives:

Students will be able to:

1. Describe the components of school counseling programs which meet the standards of ASCA and the Texas Comprehensive Model.

2. Articulate the elements in the counselor's role of collaborating and consulting within the school system.

3. Demonstrate their understanding of counselor roles as leaders, advocates, and systems change agents.

4. Describe the school counselor function of consulting with families, P-12 personnel, and community agencies.

5. Demonstrate the school counselor's role in facilitating students' college and career readiness and consulting with postsecondary school personnel.

6. Describe how school counselors provide leadership to enhance students' effective development and performance.

7. Describe the school counselor's responsible participation on multidisciplinary teams.

8. Understand professional organizations, preparation standards, and credentials relevant to school counseling.

9. Understand school counselor's participation in devising and implementing emergency management plans for meeting student needs during and after crises, disasters, and traumatic events.

10. Advocate for school counseling roles.

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

12. Describe common medications that affect learning, behavior, and mood in children and adolescents.

13. Determine and utilize community resources and referral sources.

14. Identify the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state **19 TAC §228.30(c).**

15. Understand appropriate relationships, boundaries, and communications between educators and students **19 TAC §228.30(c).**

16. Understand the importance of building strong classroom management skills **19 TAC §228.30(c).**

TExES Standards Addressed in this Course:

Domain I – Knowledge of Learners
Competency 001:
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.

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

001 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).

001 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).

001 F. Apply knowledge of developmentally appropriate strategies that are based on research for building on students' strengths and helping students acquire effective learning strategies.

001 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:
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.

002 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. TEC 239.15.e.2

002 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.

002 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.

002 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.

002 F. Recognize changing societal trends (e.g., demographic, economic, technological) and cultural, economic, and political issues surrounding diversity, equity, and access. TEC 239.15.b.6

002 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.

002 H. Demonstrate knowledge of restorative practices, mediation, and conflict resolution strategies, and ways to support the development of these programs within the school environment.

Domain II – The Comprehensive School Counseling Program
Competency 003:
003 C. Demonstrate knowledge of curriculum design, lesson plan development, differentiated instruction, assessment of student competency attainment, and classroom management as applied to the developmental guidance curriculum.

003 D. Demonstrate knowledge of the scope and sequence of student competencies in the strategic curricular areas of the guidance curriculum (i.e., intrapersonal effectiveness, interpersonal effectiveness, postsecondary and career readiness, and personal health and safety) and strategies for supporting students in setting and attaining challenging educational, career, personal, and social goals.

003 E. Apply knowledge of instructional strategies, activities, and resources to promote students' acquisition of age-appropriate knowledge, skills, and abilities in the developmental guidance curriculum and strategies for working collaboratively to integrate guidance and academic curricula.

003 F. Apply knowledge of the components of and techniques for promoting social skills and emotional wellness across grade levels.

Competency 004:
004 A. Distinguish between preventive, remedial, and crisis levels of responsive services.

004 B. Apply knowledge of how to design and implement preventive services for fostering resiliency and facilitating students' development of strategies for coping with stress, anxiety, and challenging situations (e.g., peer pressure, social media, life events).

004 C. Apply knowledge of how to design, implement, and evaluate intervention plans within a multi-tiered system of supports, linking interventions to assessment data and considering factors (e.g., cultural, socioeconomic, race, ethnicity, linguistic, experiential) related to the use of data.

004 F. Use appropriate methods and procedures for group counseling and demonstrate knowledge of group dynamics as well as productive group interaction.

004 G. Use consultative theories and related strategies, techniques, and behavioral interventions to assist teachers with classroom management.

004 H. Apply knowledge of strategies for helping students clarify problems, consider causes, and identify alternative solutions and possible consequences in order to take appropriate actions and cope with developmental or environmental challenges.

004 I. Use consultative skills to support parents/guardians in clarifying identified student problems and underlying causes and in determining alternative solutions for problem resolution.

Competency 005:
005 C. Apply knowledge of methods for helping students establish short- and long-term goals, monitor progress, and direct their own learning as appropriate.

005 F. Apply knowledge of theories, models, and principles of career development and methods for helping students meet the Texas College, Career, and Military Readiness Standards.

Competency 006:
006 A. Demonstrate knowledge of systems support as a component of a comprehensive school counseling program (e.g., participation on campus-based improvement teams, formation of campus policies and programs to address identified school needs, development of schoolwide programs to promote positive outcomes for students) and the school counselor's role as a change agent in support of systemic improvement.

006 B. Demonstrate knowledge of the school counselor's role as a participant on decision-making teams (e.g., advisory boards, school improvement committees, student support teams, curriculum committees).

006 D. Apply knowledge of procedures for designing and presenting professional growth activities to support school staff and parents/guardians in promoting optimal educational, career, personal, and social development of all students.

006 E. Demonstrate knowledge of strategies for facilitating effective teamwork within the school and the community and for building effective working teams of educators, families, and community members to support students' achievement and success.

Competency 007:
007 A. Demonstrate knowledge of strategies for and factors to consider in developing a meaningful and purposeful mission statement for the comprehensive school counseling program.

007 B. Demonstrate knowledge of the assumptions on which effective and comprehensive school counseling programs are based, including recommended programmatic conditions and resource allocations, and strategies for defining the program's rationale and parameters.

007 C. Apply knowledge of processes and strategies for defining goals and priorities for a comprehensive school counseling program based on various needs assessment strategies and data sources.

007 D. Demonstrate knowledge of the organizational structure and components of an effective and comprehensive school counseling program that is aligned with The Texas Model for Comprehensive School Counseling Programs.

007 E. Apply knowledge of strategies for communicating information about the comprehensive school counseling program to stakeholders, including teachers, parents/guardians, administrators, district personnel, and community partners.

007 F. Apply knowledge of processes and techniques for engaging in ongoing data collection and analysis to assess, adapt, and improve the comprehensive school counseling program and demonstrate accountability; processes for defining criteria for the evaluation of the program; and methods for reporting results of program evaluations.

007 G. Demonstrate knowledge of how to select appropriate and nondiscriminatory instruments, measures, methods, and materials for gathering information and the importance of collecting data and other information across environments (e.g., home, school, community).

007 H. Demonstrate knowledge of planning and managing tasks that support the activities of the comprehensive school counseling program and the appropriate allocation of time and resources.

Domain III – The Professional School Counselor
Competency 008:
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.

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

008 C. Apply knowledge of strategies, procedures, and processes for collaborating with stakeholders and using data, resources, and technology to create learning environments that promote educational access, equity, and success for every student.

008 D. Apply knowledge of methods for communicating with stakeholders for the purpose of promoting understanding of the professional school counselor's role and the comprehensive school counseling program's goals and services.

008 E. Demonstrate knowledge of methods and processes for identifying, accessing, and coordinating school and community resources to make appropriate in-school and out-of-school referrals.

008 F. Apply knowledge of strategies for facilitating parent/guardian involvement in the educational process in order to promote student achievement and success.

Competency 009:
009 C. Identify elements of the professional school counselor orientation; the roles and responsibilities of the school counselor in various educational contexts; and strategies for articulating, modeling, and advocating for an appropriate school counselor identity.

009 D. Demonstrate knowledge and interpretation of various formal and informal assessments to assist students and others in sound decision making and goal setting.

009 E. Apply knowledge of leadership and advocacy strategies to promote a positive school culture and support educational access, equity, inclusiveness, and student success in the school and community.

009 F. Demonstrate knowledge of various activities to facilitate ongoing professional growth and development at the personal and program level.

009 G. Demonstrate knowledge of how to use self-assessment, professional relationships and consultation, and continuing education, including maintaining technological proficiency, to improve professional practice and outcomes for students.

009 H. Demonstrate knowledge of federal, state, and local laws, regulations, rules, and policies related to the practice of school counseling and their application in various school counseling contexts.

009 I. Apply knowledge of ethical standards for professional school counselors (e.g., Code of Ethics and Standard Practices for Texas Educators, American Counseling Association Code of Ethics, American School Counselor Association Ethical Standards for School Counselors) and their application in various school counseling contexts.

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

Domain IV – Analysis and Response
Competency 010:
010 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.

CAEP Standard A.1.1
Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for P-12 are enhanced, through:
• Applications of data literacy

Student Assessment Evaluation

1. Chapter Review Questions (35 pts.) and Discussion Board Posts (8 pts.)

Students are required to answer weekly assignments related to the reading (Chapter Review Questions). They will be asked questions about the reading or to reflect on a particular ethical dilemma. They may be required to engage in short creative projects instead of questions. Students must also answer the weekly Discussion Board Question in 15 sentences and comment on at least one other person's response. The chapter review questions, and discussion board posts are due by Sunday at 11:59 pm at the end of each week. Note that the last week ends on Friday.

2. Paper: Why I want to be a School Counselor (15 pts.)

Students will write a 3-page paper describing why they want to be a school counselor. Students will tell their story and why they think this career is right for them. Please use APA 7 format. No references required.

3. Midterm Examination (12 pts.) Given to students during Week 4.

4. School Counseling Interview and Evaluation (20 pts.)

Students will interview a school counselor and conduct an external evaluation of the extent to which the described school counseling program aligns with the Texas Model for Comprehensive School Counseling Program and the ASCA Model for Comprehensive School Counseling Program. Analysis will include a description of the school counselor role, how that varies based on an interview with a school counselor, in addition to the ASCA and Texas Models of counseling and guidance. Students will be required to describe their vision of the role of the counselor, based on what they have learned about the role from the interview, text, the ASCA Model for Comprehensive School Counseling Program, and the Texas Model for Comprehensive School Counseling Program. APA 7 style is required. The paper can be in first person, with the goal being that students have a clear understanding of how they might manage their role as a school counselor. During the interview, remain aware of the sensitivity of the evaluation. This is not a judgement; it is for the candidate to gain a better understanding of the role of school counselors. Please review the rubric in the appendix. The paper is **required to include these headings for the school counselor competencies**:

1. Human Development and Learning
2. Diversity and Cultural Competence
3. Guidance
4. Responsive Services
5. Individual Planning
6. Systems Support
7. Program Management
8. Communication, Consultation, and Collaboration
9. Professional Practice
10. Analysis and Response

The paper should be in APA 7 format. You must cite at least 5 sources. Students should use the template provided.

5. Final Examination (10 pts.) Given to students during Week 8. The final exam will be cumulative.

Grading Policy

Final grades will be based on the following:
Discussion Board Posts…………………………………….…….…………….….................8 pts.
Chapter Review Questions……………………………………………...…………….35 pts.
Paper: Why I want to be a School Counselor…….………...…….……..…………...…...15 pts.
Midterm Examination…………………………...…………………………………….........12 pts.
Final Examination………………………………………………….....................10 pts.
Paper: Interview a School Counselor **TK20**……….………...……………………….…..20 pts.
Total Points……………………………………………………………………………100 pts.

100-90 = A

89-80 = B

79-70= C (C's are unacceptable in the program; after 2 C's, you will be placed on academic probation)

69-60 = D (D's are unacceptable in the program)

59 and Below = F (F's are unacceptable in the program)

Semester Course Outline

Week	Topic & Standards	Assignments
1	Introduction/Syllabus Review What is School Counseling? --Unique characteristics of School Counseling --History, Models, Standards TExES: 006 A, B 007 A, B, C, D, E, F, G, H	**Read Syllabus** **Read Chapters 1 & 2** (Chapter review questions & Discussion board due by Sunday at 11:59 pm)

2	Ethics of School Counselors
	    Appropriate Boundaries
	    19 TAC §228.30(c)
	    Educator & Student Expectations
	    19 TAC §228.30(c)
	ASCA Model for Comprehensive School
	Counseling Program:
	    Student Competencies
	    Academic Development
	    Personal/Social Development
	    Career Development
	Texas School Counseling Model
	TExES:
	001 F
	003 C, F
	004 C, I
	005 A, F
	006 A, B, E
	007 A, B, C, D, E, F, G, H
	008 C, E
	009 E, G, H, I
	010 C
		Read Chapters 3 & 4
		(Chapter review questions &
		Discussion board due by
		Sunday at 11:59 pm)

3	Implementing Counseling Services
	  --Direct Services: Core Curriculum; Student
	  Counseling; Classroom Management Skills
	  19 TAC §228.30(c)
	--Indirect Services: Coordination; Consultation
	--Non-Counseling Service: Testing Coordination
	TExES:
	001 D, G
	002 A, F
	004 A, D, E, F
	006 A, B
	007 A, B, C, D, F, G, H
	008 A, B
	009 C, E, F, J
	010 B
		Read Chapters 5 & 6
		(Chapter review questions &
		Discussion board due by
		Sunday at 11:59 pm)
		
		**Paper: Why I want to Be a
		School Counselor Due**

4	Cultural Competency and School Counseling	**Read Chapters 7 & 8**

Week	Topic & Standards	Assignments
	Collaboration: School Personnel, Parents, Families, Community TExES: 001 D 002 A, C, D, E, F, G 004 G, H 006 D, E 007 E 008 A, B, C, D, E, F 009 C, J 010 C	(Chapter review questions & Discussion board due by Sunday at 11:59 pm) **Midterm Examination Due**
5	Collaboration: School Personnel, Parents, Families, Community Accountability: Use of School Data, Program Evaluation, Action Research TExES: 002 D 004 G 006 A, B, D, E 007 A, B, C, D, E, F, G, H 008 A, B, C, D, E, F 009 C 010 C CAEP A.1.1.1.	**Read Chapters 9 & 10** (Chapter review questions & Discussion board due by Sunday at 11:59 pm)
6	The School Counselor as Advocate: Taking a Stand School Counselor as Effective Leader TExES: 002 B, G 004 G, I 006 D 007 E 008 A, B, C, D, E, F 009 C, E	**Read Chapters 11 & 12** (Chapter review questions & Discussion board due by Sunday at 11:59 pm)
7	The School Counselor as a Leader: Crisis Intervention Developing Philosophy of School Counseling TExES: 004 D, E 006 A, B 007 F, G 008 B, E 009 C	**Read Chapters 13 & 14** (Chapter review questions & Discussion board due by Sunday at 11:59 pm)
8	**Final Exam Week**	**Final Exam Due Friday** (Discussion board due by **Friday** at 11:59 pm)

Week	Topic & Standards	Assignments
		Paper: Interview with a School Counselor Due Friday

*This is a tentative schedule that may change due to the discretion of the instructor

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: This is an online class.

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 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.

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. People-Centered. Engage others with respect, empathy, and joy.
   - Honor and act upon the unique needs of all people.
   - Celebrate the accomplishments and contributions of every person in every role.
   - Empower others through personal attention to unlock groundbreaking potential.
   - Commit to attract, recruit, and retain a diverse workforce reflective of our students.
   - Create a welcoming environment that fosters trust, teamwork, well-being, and fun.
   - Develop activities embracing meaningful traditions.
2. Community. Cultivate a diverse and inclusive campus environment.
   - Promote a culture of equity, diversity, and belonging.
   - Nurture a safe and open environment for difficult conversations.
   - Welcome honest communication and constructive feedback.
   - Recognize, acknowledge, and dismantle barriers to equity, inclusion, and success.
   - Provide meaningful and accessible support to the MSU community.
3. Integrity. Always do the right thing.
   - Act honorably and respectfully in all situations.
   - Take responsibility for our words and actions
   - Learn and grow from successes and failures.
   - Communicate and act with honesty, humility, and transparency.
   - Make courageous and ethical decisions.
4. Visionary. Adopt innovative ideas to pioneer new paths.
   - Inspire and empower others through and beyond the educational experience.
   - Foster an environment of critical thinking, problem-solving, and creativity.
   - Champion continuous institutional progress.
   - Collaborate to explore opportunities and overcome challenges.
5. Connections. Value relationships with broader communities.
   - Forge pathways for experiential learning beyond the campus.
   - Encourage open communication, service, and collaboration wherever we go.
   - Create genuine bonds where each person feels recognized and valued.
   - Collaborate to develop programs that benefit our communities.
   - Share and celebrate the Mustangs can-do spirit.

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

References:

Davis, Tamara, E. (2015). *Exploring school counseling*. Stamford, CN. Cengage Learning.

Research Based Evidence Sources Related to Content:

Bambrick-Santoyo, P. (2019). *Driven by Data 2.0.* Hoboken, NJ: John Wiley and Sons, Inc.

Curry, J. R., & Milsom, A. (2017). *Career and College Readiness Counseling in P–12 Schools* (2nd ed). New York, NY: Springer Publishing Company.

Hays, D. G. (2017). *Assessment in Counseling: Procedures and Practices* (6th ed). Alexandria, VA: American Counseling Association.

Hays, D. G., & Erford, B. T. (2017). *Developing Multicultural Counseling Competence: A Systems Approach* (3rd ed). New York, NY: Pearson Education, Inc.

Lemov, D. (2015). *Teach Like a Champion 2.0* (2nd ed). Hoboken, NJ: John Wiley and Sons, Inc.

McCormick, C. B., & Scherer, D. G. (2018). *Child and Adolescent Development for Educators* (2nd ed). New York, NY: The Guilford Press.

Remley, T. P., Rock, W. D., & Reed, R. M. (2017). *Legal and Ethical Issues in School Counseling* (4th ed). Alexandria, VA: American School Counselor Association.

Sklare, G. B. (2014). *Brief Counseling That Works* (3rd ed). Thousand Oaks, CA: Corwin Press, Inc.

Stone, C. (2017). *School Counseling Principles: Ethics and Law.* Alexandria, VA: American School Counselor Association.

Texas Counseling Association (2018). *The Texas Model for Comprehensive School Counseling Programs* (5th ed). Austin, TX: Texas Counseling Association.

Texas Counseling Association (2020). *The Texas Evaluation Model for Professional School Counselors (TEMPSC)* (3rd ed). Austin, TX: Texas Counseling Association.

Vernon, A., & Schimmel, C. J. (2018). *Counseling Children and Adolescents* (5th ed). San Diego, CA: Cognella Academic Publishing.

Young, A., & Kaffenberger, C. (2018). *Making DATA Work* (4th ed.). Alexandria, VA: American School Counselor Association.

Zyromski, B., & Mariani, M. A. (2016). *Facilitating Evidence-Based, Data-Driven School Counseling: A Manual for Practice*. Thousand Oaks, CA: Sage Publications, Inc.

APPENDIX

School Counseling Interview and Evaluation Rubric

SC Interview & Eval Criteria	Accomplished 4	Expected 3	Needs Improvement 2	Unacceptable 1
SC Competency 001 (Human Development and Learning): Understand theories and processes of human development and learning as well as factors that influence development and learning. *TEC 239.15.IV*	The analysis and interview describe the extent to which the evaluation includes an understanding of theories and processes of human development AND learning as well, as factors that influence development and learning including knowledge of a. developmental progressions of children and adolescents b. developmental variation c. learning theories AND application of knowledge for d. variables that influence student development e. needs of students within special populations f. developmentally appropriate strategies g. capacity to plan developmentally appropriate activities	The analysis and interview describe the extent to which the evaluation includes theories and processes of human development OR learning and factors that influence development and learning including knowledge of a. developmental progressions of children and adolescents b. developmental variation c. learning theories AND application of knowledge for d. variables that influence student development e. needs of students within special populations f. developmentally appropriate strategies g. capacity to plan developmentally appropriate activities	The analysis and interview describe the extent to which the evaluation includes theories OR processes of human development OR learning and factors that influence development and learning including knowledge of a. developmental progressions of children and adolescents b. developmental variation c. learning theories However, the candidate is not able to apply knowledge of d. variables that influence student development e. needs of students within special populations f. developmentally appropriate strategies g. capacity to plan developmentally appropriate activities	The analysis and interview do not describe the extent to which the evaluation includes an understanding of theories and processes of human development NOR learning NOR factors that influence development and learning including the knowledge of a. developmental progressions of children and adolescents b. developmental variation c. learning theories
SC Competency 002 (Diversity and Cultural Competence): Understand diversity issues and cultural	The analysis and interview describe the extent to which the evaluation includes an understanding of diversity issues and cultural competencies	The analysis and interview describe the extent to which the evaluation includes an understanding of diversity issues and cultural competencies	The analysis and interview describe the extent to which the evaluation includes an understanding of diversity issues OR cultural competencies	The analysis and interview do not describe the extent to which the evaluation includes diversity issues and cultural

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competencies related to school counseling and environments that promote respect and affirmation for all students. *TEC 239.15.IV CACREP-SC.2.a*	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	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	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	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,	The analysis and interview describe the extent to which the evaluation includes an understanding of instructional practices and strategies for facilitating students' educational, career, personal, and social growth and	The analysis and interview describe the extent to which the evaluation includes an understanding of instructional practices and strategies for facilitating students' educational, career, personal, and social growth and	The analysis and interview describe the extent to which the evaluation includes an understanding of instructional practices for students' educational, career, personal, OR social growth and development but is	The analysis and interview do not describe the extent to which the evaluation includes understanding of instructional practices and strategies for facilitating students'

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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** **CACREP-SC.2.c**	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	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	not necessarily aligned with the Texas Model for Comprehensive School Counseling Programs.	educational, career, personal, and social growth, and development.
SC Competency 004 (Responsive Services): Understand techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development. **TEC 239.15.II**	The analysis and interview describe the extent to which the evaluation includes an understanding of techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development including knowledge of a. levels of responsive services b. how to implement preventive services	The analysis and interview describe the extent to which the evaluation includes an understanding of techniques for supports OR interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, OR social development including knowledge of a. levels of responsive services b. how to implement preventive services	The analysis and interview describe the extent to which the evaluation includes an understanding of techniques for supports to address the needs, concerns, and challenges affecting students' including knowledge of a. levels of responsive services OR b. how to implement preventive services OR c. how to implement multi-tiered	The analysis and interview do not describe the extent to which the evaluation includes understanding of techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development.

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CACREP-SC.1.d *CACREP-SC.2.b.d.g.k*	c. how to implement multi-tiered systems of support d. how to utilize individual and group counseling theories e. consultative theories f. strategies for helping students clarify problems g. consultative skills for parents/guardians h. decision making techniques i. signs and symptoms of mental health trauma	c. how to implement multi-tiered systems of support d. how to utilize individual and group counseling theories e. consultative theories f. strategies for helping students clarify problems g. consultative skills for parents/guardians h. decision making techniques i. signs and symptoms of mental health trauma	systems of support OR d. how to utilize individual and group counseling theories OR e. consultative theories OR f. strategies for helping students clarify problems OR g. consultative skills for parents/guardians OR h. decision making techniques OR i. signs and symptoms of mental health trauma	
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.1.c* *CACREP-SC.2.b.c*	The analysis and interview describe the extent to which the evaluation includes 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	The analysis and interview describe the extent to which the evaluation includes 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	The analysis and interview describe the extent to which the evaluation includes an understanding of techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, OR social development.	The analysis and interview do not describe the extent to which the evaluation includes understanding of techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development.

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	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	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		
SC Competency 006 (Systems Support): Understand procedures, processes, and strategies for providing systems support. *TEC 239.15.III CACREP-SC.1.b.d CACREP-SC.2.a.d*	The analysis and interview describe the extent to which the evaluation includes 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	The analysis and interview describe the extent to which the evaluation includes 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	The analysis and interview describe the extent to which the evaluation includes an understanding of the procedures, processes, and strategies for providing systems support.	The analysis and interview do not describe the extent to which the evaluation demonstrates an understanding of the procedures, processes, and strategies for providing systems support.

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	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	However, the candidate does not demonstrate 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		
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.a.d.e*	The analysis and interview describe the extent to which the evaluation includes 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	The analysis and interview describe the extent to which the evaluation includes 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 comprehensiv e school counseling programs c. organization of assumption of comprehensiv e school counseling programs d. appropriate instruments	The analysis and interview describe the extent to which the evaluation includes an understanding of the components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program.	The analysis and interview do not describe the extent to which the evaluation demonstrates an understanding of the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program.

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	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	for collecting data e. planning and managing tasks related to a comprehensive school counseling program However, the candidate does not demonstrate 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		
SC Competency 008 (Communication, Consultation, and Collaboration): Understand practices and strategies for effective communication, consultation, and collaboration within the	The analysis and interview describe the extent to which the evaluation includes an understanding of the practices and strategies for effective communication, consultation, and collaboration within the school and community including knowledge of a. procedures for effective communication in the	The analysis and interview describe the extent to which the evaluation includes an understanding of the practices and strategies for effective communication, consultation, and collaboration within the school and community including knowledge of a. procedures for effective communication in the	The analysis and interview describe the extent to which the evaluation includes an understanding of the knowledge of the practices and strategies of communication, consultation, and collaboration within the school and community.	The analysis and interview do not describe the extent to which the evaluation demonstrates an understanding of the practices and strategies for effective communication, consultation, and collaboration within the school and community.

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school and community. *TEC 239.15.V* **CACREP-SC.2.b.c.d** **CAEP A.1.1.4**	educational environment b. components of culturally responsive consolation c. coordinating school/community resources AND the ability to apply knowledge of d. stakeholder collaboration e. communicating with stakeholders f. facilitating parent/guardian involvement g. communicating assessment information to others	educational environment b. components of culturally responsive consolation c. coordinating school/community resources However, the candidate does not have the ability to apply knowledge of d. stakeholder collaboration e. communicating with stakeholders f. facilitating parent/guardian involvement g. communicating assessment information to others		
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 analysis and interview describe the extent to which the evaluation includes 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	The analysis and interview describe the extent to which the evaluation includes 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	The analysis and interview describe the extent to which the evaluation includes an understanding of the knowledge of the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling.	The analysis and interview do not describe the extent to which the evaluation demonstrates an understanding of the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling.

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	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	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		
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.d.e*	The analysis and interview describe the extent to which the evaluation includes understanding 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	The analysis and interview describe the extent to which the evaluation includes understanding 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	The analysis and interview describe the extent to which the evaluation includes understanding 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 analysis and interview do not describe the extent to which the evaluation demonstrates ability to analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs to design an effective intervention.

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	effectiveness of an intervention	d. select methods for evaluating effectiveness of an intervention		

I have abided by the Midwestern State University Code of Academic Integrity on the above assignments.