

**Austin Peay State University**  
**Department of Psychological Science & Counseling**  
**COUN 5150: Foundations of School Counseling**

<b>Term:</b> Fall 2022	<b>Meeting Time:</b> Mon. 4:30-7:30	<b>Room #:</b> CL 306
<b>Credit Hours:</b> 3	<b>Instructor:</b> Dr. Eva Gibson she/her/hers	<b>E-mail address:</b> <a href="mailto:gibsone@apsu.edu">gibsone@apsu.edu</a>
<b>Telephone:</b> (931) 221-6224	<b>Student Hours:</b> Mon - Wed: 2:00 – 4:00	<b>Office:</b> CL 303B
		<b>Schedule an appointment:</b> <a href="https://calendly.com/gibsone/30min">https://calendly.com/gibsone/30min</a>

**REQUIRED TEXT**

Brant-Rajahn, S. N., Gibson, E. M., & Sandifer, M. C. (Eds.) (2022). *Developing, delivering, and sustaining school counseling practices through a culturally affirming lens*. IGI Global. <https://doi.org/10.4018/978-1-7998-9514-5>

Studer, J.R. (2015). *The Essential School Counselor in a Changing Society*. Thousand Oaks, CA: Sage Publications

**SUPPLEMENTAL READINGS**

American School Counselor Association. (2022). *ASCA ethical standards for school counselors*. Author.

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

American School Counselor Association (2019). *ASCA School Counselor Professional Standards & Competencies*. Alexandria, VA: Author.

American School Counselor Association. (2020). *Eliminating racism and bias in schools*.  
<https://www.schoolcounselor.org/asca/media/asca/Standards/RacismBias.pdf>

American School Counselor Association. (2021). *ASCA Student Standards: Mindsets & Behaviors for Student Success K-12 College-, Career- and Life-Readiness Standards for Every Student*. Alexandria, VA: Author.

Sandifer, M. C., Gibson, E. M., & Brant-Rajahn, S. N. (2021). WOKE: Advocacy for African American Students. In M. A. Rausch & L. L. Gallo (Eds.), *Strengthening School Counselor Advocacy and Practice for Important Populations and Difficult Topics* (pp. 19-40). IGI Global.  
<http://doi:10.4018/978-1-7998-7319-8.ch002>

**COURSE DESCRIPTION**

This course examines the historical, contemporary, and legal and ethical issues facing the professional school counselor in today's society. Various functions of the professional school counselor and the skills necessary to meet the needs of student populations in the academic, career, and personal/social domains within the context of a comprehensive, developmental school counseling (CDSC) program will be explored. Students are introduced to the basic principles of working with diverse populations, school administrators, faculty, parents, and other stakeholders in elementary, middle, and high school settings. The school counselors' role and functions of counselor, consultant, coordinator, leader, and advocate for Pre-K to 12 students will be examined. Students will be introduced to the *ASCA National Model: A Framework for School Counseling Programs*.

**Austin Peay State University**  
**College of Education**

**CONCEPTUAL FRAMEWORK OVERVIEW, INITIAL LICENSURE PROGRAMS**

As part of the educational unit at Austin Peay State University, the School Counseling program embrace the College of Education's commitment to preparing highly qualified professionals who are knowledgeable in standards-based practice. Our common goal is to prepare competent, reflective, and caring educators who, while working in

collaboration with other professionals, will serve as change agents to foster development and learning in the lives of learners. Our theme “Preparing Professionals Through Standards-Based Practices” reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Our focus is on preparing professionals for the P-12 environment by providing three key elements – knowledge, skills, and dispositions.

## COURSE POLICIES

### STUDENTS WITH DISABILITIES

Any student who has a disability that may affect her/his academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact Disability Services (MUC 114, phone #: 221-6230; email: [disabilityservices@apsu.edu](mailto:disabilityservices@apsu.edu))

### CAMPUS RESOURCES

Resource	Website
Adult, Nontraditional & Transfer Student Center	<a href="https://www.apsu.edu/student-life/ants/antsresources.php">https://www.apsu.edu/student-life/ants/antsresources.php</a>
S.O.S. Food Pantry	<a href="https://www.apsu.edu/volunteer/sos-food-pantry/index.php">https://www.apsu.edu/volunteer/sos-food-pantry/index.php</a>
Health & Counseling Services	<a href="https://www.apsu.edu/health-and-counseling/">https://www.apsu.edu/health-and-counseling/</a>

### COUNSELING SERVICES

The APSU Health and Counseling Center provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Services provided by Counseling Services include: crisis intervention; individual and couples counseling; group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief); drug and alcohol counseling, outreach programs, referral, and consultation.

### ACADEMIC AND CLASSROOM MISCONDUCT

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Conduct” in the new *Student Handbook* for an understanding of what will be expected of them within the academic setting. [APSU Policy 3:005 Student Academic and Classroom Misconduct](#) will be followed in reporting any suspected cases of academic misconduct.

### PLAGIARISM POLICY

Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images or works of another person as one’s own without proper attribution. This includes having another individual write your assignment and presenting as your own. In addition, self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work. Therefore, using previous work or work from other persons without proper citations will be perceived as plagiarism.

### WRITING QUALITY AND ACADEMIC HONESTY

It is important that all written work meets the academic standards of graduate students using APA 7<sup>th</sup> edition formatting. If you feel you need assistance with your writing, please contact the Writing Center in Woodward Library: (phone #: 221-6559; email: [writinglab@apsu.edu](mailto:writinglab@apsu.edu))

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism most commonly occurs when material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. Additionally, integrity also applies to sharing work. Students are expected to refrain from sharing (or selling) completed assignments which may negatively influence the academic honesty of other students at APSU or other universities.

If you are in doubt, please ask me for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

### TURN IT IN

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Key writing assignments will be submitted through TurnItIn. Material will be considered to include plagiarism if it returns >25% similarity. However, each case will be evaluated independently. For example, even in cases of lower percentages of similarity, if the matching text is one continuous block of borrowed material, it will be considered as plagiarized text of significant concern. On the other hand, text similarity due to the usage of common terminologies and method related details in "Methodology" part of a manuscript should not raise a serious ethical concern.

### **POLICY ON MINORS**

Minors (any non-student under the age of 18) accompanying staff, faculty, students, or visitors on campus are not permitted in classrooms. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant.

### **SERVICE ANIMALS IN THE CLASSROOM**

Consult [Policy 3:007 Animals on Campus](#) for appropriate situations allowing service animals in the classroom.

### **CONFIDENTIALITY**

This course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class is not to be discussed outside of our class and then only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as outlined in the current ACA and ASCA Codes of Ethics will be followed.

### **CHANGES TO COURSE SYLLABUS**

The instructor reserves the right to make modifications to this syllabus. Any modifications to the syllabus will be clearly communicated to students.

### **LIFE HAPPENS POLICY**

If needed, students can submit one late assignment without penalty (up to three days). This policy does not apply to: 1) presentations or 2) assignments due on the final day of class. Students must explicitly state that they are utilizing this option upon submission.

### **RELAX, RELATE, & RELEASE POLICY**

Students will have the option of utilizing the "*Relax, Relate, & Release Policy*" in which they can miss one class without penalty. Exceptions to this policy include scheduled presentations. Students are still responsible for assignments due and material covered. Students utilizing this option must notify the professor prior to the missed class. Click here for more information on wellness: <https://www.eboniesintheivory.com/news-notes/2020/4/7/relax-relate-release-a-wellness-guide-during-uncertain-times>

### **EMAIL POLICY**

It is important for students to remember that faculty are not available 24 hours a day, 7 day a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. The instructor of this course will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

### **REQUESTING ASSISTANCE**

**Communicate** as needed with your instructor. Reach out EARLY if you need assistance and ask questions as they arise. **Do not wait** until the course is almost over to express needs and concerns. If you wish to meet regarding a grade from an assignment, please wait 24 hours after you have received a graded assignment to make an

appointment with the instructor in order to further reflect on your concerns. Prior to this meeting, type out a document detailing what particular elements of your work you feel merit discussion. Additionally, all correspondence to the instructor should be professional in tone and nature. Please review the following website for email tips: <http://www.collegehelptips.com/how-to-professionally-email-your-professor/>.

### **Curricular Materials:**

APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism, sexism and classism may be presented and discussed in this class; while students are expected to master course content, it is not expected that students endorse or subscribe to any specific theory.

### **DEMONSTRATING RESPECT**

- **Respectful use of technology:** Do not allow your communication and entertainment devices to be a distraction in class. Put all devices in vibrate or silent mode and keep them out of sight. If you absolutely must take a call, please be respectful and quietly step out of the classroom.
- **Respect of time:** Be prepared for class each day and be on time. Participate fully, but avoid dominating the conversation. See specific attendance policies under Student Performance Evaluation Criteria and Procedures.
- **Respect of others:** Be respectful to people who have ideas and values that may differ from your own. If you have concerns, talk directly with those involved. It is important to learn to talk through differences in understanding.
- **Respect for self:** In many counseling courses there may be times that are personally uncomfortable as we confront or encounter new ideas or situations that are very personal. While these situations may be uncomfortable, they are also prime opportunity for personal growth and professional development. Please share these experiences so your peers can also grow and support you through the process.

### **DIVERSITY STATEMENT**

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspective as an individual, not as a representative of any group. Course curriculum will respect diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the [Office of Equity, Access, and Inclusion](#).

### **COVID-19 STATEMENT & GUIDELINES**

Any student exhibiting symptoms of COVID-19 should seek a test and should not attend in-person classes while symptomatic. COVID-19 testing is being conducted on the campus of APSU at the rear of the Ard building for faculty, staff, students and members of their household who meet specific conditions. Please seek out testing immediately if either of these conditions applies to you:

- 1. You are experiencing COVID-19 related symptoms, or**
- 2. You have been in close contact (within 6 feet for 10 minutes or more) with someone with a confirmed COVID-19 diagnosis**

If any student tests positive for COVID-19 the student should notify their instructor immediately and follow guidance provided by the instructor.

Vaccination is strongly encouraged and readily available, including at APSU's Boyd Health Services. Contact them at (931) 221-7107.

## STUDENT COMPLAINTS AND APPEALS PROCEDURES

**FIRST** discuss your concerns with your faculty member **THEN** contact the department chair if you need assistance in resolving an issue. APSU has a variety of policies and procedures for students to file a complaint, appeal, or grievance. Please visit this [webpage](#) for more information.

## COURSE OBJECTIVES AND REQUIREMENTS

**Knowledge and Skill Outcomes:** The objectives of this course align with the 2016 CACREP Standards stated below. As a result of successfully completing this course, students will have the knowledge and skills related to:

Course Objectives	CACREP Standards	Course Activities
The history, philosophy, and current trends in school counseling and educational systems.	SC G.1.a. SC G.2.k.	Readings, discussion
Identifying the process of defining, managing, delivering, and assessing a comprehensive developmental school counseling program.	SC G.1.b. SC G.1.c SC G.3.b.	Readings, discussion, video
Using accountability data to inform decision-making.	SC G.3.n.	Readings, SC Philosophy Paper
Understanding how to build effective working teams of school staff, parents, and community members to promote the academic, career, and social/emotional development of students.	SC G.1.d. SC G.2.b. SC G.2.d. SC G.3.g. SC G.3.l.	Readings, discussion, Counselor Infographic
Identifying various forms of assessment.	SC G.1.e.	Readings, discussion
Identifying competencies to advocate for role.	SC G.2.f	Readings, discussion
Identifying counseling techniques, crisis management considerations, classroom management skills, and peer-intervention programs.	SC G.2.e SC G.3.c SC G.3.f. SC G.3.m.	Readings, discussion, Group Plan, Observation Reflection
Knowing about professional organizations, professional standards, relevant legislation, ethical guidelines, and culturally-affirming practices.	SC G.2.l. SC G.2.m. SC G.2.n	Readings, discussion, Foundations Presentation
Demonstrating the concepts, principles, strategies, programs, and practices designed to promote equity and college and career readiness.	SC G.2.c. SC G.3.d. SC G.3.i. SC G.3.j.	Readings, discussion, School Counseling Philosophy Paper
Understanding opportunities and barriers that impact academic, career, and social/emotional progress.	SC G.3.h. SC G.3.k.	Readings, discussion, guest speakers
Explaining antiracism practices and advocacy processes need to address institutional and social barriers that impede access, equity, and success for clients.	SC G.2.a. SC G.3.o.	Readings, discussion

## MINIMAL TECHNOLOGY REQUIREMENTS

**Hardware:** We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete course work. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing zoom.

**Web Browser:** Online course content is delivered through the D2L learning management system which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the [D2L System Check](#) to ensure that your web browser is properly configured.

**Software:** You will need software for word processing, spreadsheets, and presentations like Microsoft Office for course assignments. Currently enrolled APSU students receive access to Microsoft Office 365 for free and can install it on up to 5 compatible PCs or Macs. Additional information is available through the [GOVSTECH Website](#). Contact GOVSTECH at [govstech@apsu.edu](mailto:govstech@apsu.edu) with questions.



You can find more information about technology for digital learning through the [Office of Distance Education](#). You can find more information about technology resources available for students through the [Office of Informational Technology](#).

## STUDENT PERFORMANCE EVALUATION CRITERIA & PROCEDURES

*(Please note: The following assignments are intended to facilitate your involvement in this course and to satisfy the course objectives.)*

- A. **Foundation Presentation (100 points):** Students will create a presentation outlining foundational issues of school counseling. Each presentation should utilize a Powerpoint format and include the following: 1) ASCA National Model graphic (4<sup>th</sup> ed.), 2) an explanation of model components, 3) historical benchmarks in the development of the profession, 4) an explanation of the different levels of professional organizations, and 5) benefits of membership. The presentation should be visually appealing and free of errors. A rubric is provided with assignment criteria.
- B. **Group Plan (25 points):** Students will create a group plan using the provided template. Group plans will be graded based on relevance, thoroughness, clarity, and feasibility. Based on this criteria, group plans will be evaluated as: Distinguished (25), Proficient (20), Basic (18), or Unacceptable (15).
- C. **Counselor Infographic (25 points):** Students will create an **original** infographic that contributes to the academic, career, or social/emotional development of K-12 students. While ideas may be borrowed from online examples, the content must be original and the student name must be noted on the image. This assignment will be graded based on relevancy, originality, and appearance. Submissions will be evaluated as: Distinguished (25), Proficient (20), Basic (18), or Unacceptable (15). More resources can be found in the courseroom.
- D. **Observation Reflection (50 points):** Students will complete a 3-hour classroom observation at an assigned site and submit a reflection based on the experience. Students must complete the 3-hour observation within one day. This assignment will be graded based on adherence to time and location expectations as well as thoroughness of reflection. Based on this criteria assignments will be evaluated as: Distinguished (50), Proficient (40), Basic (35), or Unacceptable (30). More resources can be found in D2L.
- E. **School Counseling Philosophy Paper (100 points):** **LiveText KEY ASSIGNMENT\***: Students will write a paper outlining the role of the school counselor based on course readings and content. The paper must include professional considerations for the following responsibilities: 1) counseling, 2) consulting & collaborating, 3) advocating & culturally-affirming practices, and 4) evidence-based decision making. This paper should be presented in APA format and font should be 12-point Times New Roman double-spaced. A cover page and reference page should be included. Paper length is expected to fall within 3- 5 pages (not including the cover and reference page). A rubric is provided with assignment criteria. **Note: Assignments due the final week of class must be submitted no later than the final day of term (Thursday instead of Sunday).**
- As the LiveText Key Assessment for this course, this assignment must **also** be submitted to LiveText by the due date. The assignment will not be graded until it is uploaded to LiveText **and** D2L.*
- F. **Discussion Facilitation (50 points):** Students will lead a 30-45 minute discussion based on the assigned reading material. Facilitations will be graded based on how well the student communicates an understanding of the material and engages the audience. Based on this criteria, facilitations will be evaluated as: Distinguished (50), Proficient (40), Basic (35), or Unacceptable (30). A facilitation schedule can be found in D2L.
- G. **Participation (6@ 25 points each):** Students will arrive to class prepared and abide by the attendance policy. Preparation does require reading the material before class. Additionally, students should actively engage in classroom discussions and activities. **Cell phone usage AND computer usage is prohibited. Each** missed class results in the loss of **25** participation points. Students have the opportunity to earn 150 points at the conclusion of the semester. **Two times tardy (tardy is defined as arriving late or leaving early) comprise one absence.** Attendance will be taken at the beginning of each class period. **If you miss a class, you are responsible for the information presented or the assignments due that day.**

**ASSIGNMENT DUE DATES**

Unless otherwise noted, assignments are due on the Sunday of each week by 11:59 PM. Exceptions include the Group Plan (due at the end of class) and the final assignment (due on the last day of class).

**LATE ASSIGNMENTS**

Late assignments will have a **10% per day** point deduction, unless the student elects to take advantage of the LIFE HAPPENS policy (for applicable assignments).

**STUDENT WORK ARCHIVES**

Please note that exemplary student work will be archived to provide student examples in future courses.

**METHODS OF INSTRUCTION:**

This class is intended to include discussion, critical analysis, and application exercises. To enhance the learning experiences videos, reading, writing, professional development activities will be utilized as appropriate.

<b>Assignment</b>	<b>Points</b>	<b>Percent</b>	<b>Due Date</b>	<b>Week</b>
Foundation Presentation	100	20	9/11	3
Group Plan	25	5	9/12	4
Counselor Infographic	25	5	10/2	6
Observation Reflection	50	10	10/9	7
SC Philosophy Paper	100	20	10/13	8
Discussion Facilitation	50	10	varies	varies
Participation (6)	150	30	weekly	weekly
<b>TOTAL</b>	500	100		

<b>GRADING SCALE</b>
<b>A = 90%</b>
<b>B = 80% - 89%</b>
<b>C = 70% - 79%</b>
<b>D = 60% - 69%</b>
<b>F = 59%</b>

## COURSE SCHEDULE

Date	Topic	Activity
Week 1 Aug. 22	Professional counseling orientation	Orientation to course <i>Guest Speaker: Natalie Castillo, M.S.</i> <b>READ:</b> Syllabus <b>COMPLETE:</b> Background Check
Week 2 Aug. 29	Foundations <i>CACREP G.1.a.; G.1.c; G.2.m; G.2.n</i>	<b>READ:</b> Studer- Ch. 1 & 2; Brant Rajahn et al.- Ch. 1
Week 3 Sept. 5	Program planning <i>CACREP F.1.k; G.1.b; G.1.e; G.2.b; G.2.l; G.3.n; G.3.o</i> <b>ONLINE</b>	<b>READ:</b> Studer- Ch. 3 & 4 <b>WATCH:</b> <i>What's New in the Fourth Edition</i> Webinars (5) <b>DUE:</b> Foundation Presentation <b>DUE:</b> Security Verification Letter
Week 4 Sept. 12	Meeting diverse needs <i>CACREP G.3.f; G.3.h</i>	<b>READ:</b> Studer- Ch. 5 & 10; Brant Rajahn et al.- Ch. 6 <b>DUE:</b> Group Plan
Week 5 Sept. 19	Advocacy and Leadership <i>CACREP G.2.a., G.2.d.; G.2.f; G.2.k; G.3.h.</i>	<i>Guest Speaker: Andrew Haley, M.S.</i> <b>READ:</b> Studer- Ch. 11; Brant Rajahn et al.- Ch. 9
Week 6 Sept. 26	Career and Academic Development <i>CACREP G.2.c.; G.3.g.; G.3.i; G.3.d; G.3.j; G.3.k; G.3.m</i>	<b>READ:</b> Studer- Ch. 8 & 9; Brant Rajahn et al.- Ch. 8 <b>DUE:</b> Counselor Infographic
Week 7 Oct. 3	Counselor Roles <i>CACREP G.1.d; G.2.b., G.2.k; G.3.c; G.3.l</i>	<b>READ:</b> Studer- Ch. 12; Sandifer et al.- Ch. 2 <b>DUE:</b> Observation Reflection
Week 8 Oct. 10	Counseling in the Schools <i>CACREP G.2.e; G.3.f; G.3.g.</i> <b>ONLINE</b>	<b>READ:</b> Studer- Ch. 6 & 7 <b>DUE:</b> School Counseling Philosophy Paper  <b>NOTE: All submissions must be made by Thursday!</b>



## Scoring Rubric Foundation Presentation

	<b>Highly Effective 20</b>	<b>Effective 17</b>	<b>Revisions Needed 14</b>	<b>Does not meet standards 11</b>
<b>ASCA National Model</b>	Provides a comprehensive overview of ASCA National Model (4 <sup>th</sup> ed.) components and includes image	Provides a brief summary of ASCA National Model (4 <sup>th</sup> ed.) components and includes image	Lists components	Is not addressed
<b>Historical Benchmarks</b>	Provides a comprehensive overview of historical benchmarks in the development of the profession	Provides a brief summary of historical benchmarks in the development of the profession	Lists some benchmarks	Is not addressed
<b>Levels of Professional Organizations</b>	Thoroughly describes different levels of professional organizations (e.g., national, state, local)	Briefly describes different levels of professional organizations (e.g., national, state, local)	Lists different levels	Is not addressed
<b>Benefits of Organizational Membership</b>	Thoroughly describes the benefits of organizations (e.g., advocacy, professional development, lobbying efforts, liability insurance, networking, accessibility to resources and current research, leadership development)	Briefly describes the benefits of organizations	Lists benefits	Is not addressed
<b>Appearance</b>	Presentation is visually appealing, professional in appearance, and demonstrates exemplary graduate level writing skills	Proficiently demonstrates graduate level skills	Few errors in presentation	Multiple errors in presentation

## Scoring Rubric School Counseling Philosophy Paper

	<b>Highly Effective</b> <b>20</b>	<b>Effective</b> <b>17</b>	<b>Revisions Needed</b> <b>14</b>	<b>Does not meet standards</b> <b>11</b>
<p><b>Counseling Considerations</b> CACREP G.2.c; G.2.e; G.3.f; G.3.j; G.3.m</p>	Thoroughly describes school counselor roles in providing counseling services, crisis management, coordinating peer intervention programs, and promoting college/career readiness	Briefly describes school counselor roles in providing counseling services, crisis management, coordinating peer intervention programs, and promoting college/career readiness	Discusses three of the four counseling considerations	Discusses two or less counseling considerations
<p><b>Consulting &amp; Collaborating Considerations</b> CACREP G.2.g; G.2.d; G.3.l</p>	Thoroughly describes school counselor roles in consultation with families, school personnel, and community agencies. Addresses counselor roles in school leadership teams and techniques to foster collaboration	Briefly describes school counselor roles in consultation with families, school personnel, and community agencies. Addresses counselor roles in school leadership teams and techniques to foster collaboration	Missing one component of consultation and collaboration	Missing multiple components of consultation and collaboration
<p><b>Advocacy Considerations &amp; Culturally-Affirming Practices</b> CACREP G.2.a; G.2.f</p>	Thoroughly describes school counselor roles as leaders, advocates, and systems change agents. Addresses competencies to advocate for school counseling roles. Discusses relevant culturally-affirming practices.	Briefly describes school counselor roles as leaders, advocates, and systems change agents. Briefly addresses competencies to advocate for school counseling roles and culturally-affirming practices.	Missing discussion of one area.	Missing discussion of two areas.
<p><b>Evidence-based Decision Making</b> CACREP F.1.k; G.3.b; G.3.n; G.3.o</p>	Thoroughly discusses strategies counselors can implement to use data to advocate for students/programs, inform decision-making, and evaluate programs/services	Briefly discusses strategies counselors can implement to use data to advocate for students/programs, inform decision-making, and evaluate programs/services	Discusses two of the three applications of evidence-based decision making	Discusses one application of evidence-based decision making
<p><b>Paper Format</b></p>	Demonstrates exemplary graduate level writing skills and adherence to APA style and formatting to include a cover page	Proficiently demonstrates graduate level writing skills and adherence to APA style and formatting	Few errors in formatting	Multiple errors in paper