**New/Revised Program**

**SCHOOL cOUNSELOR**

**(2019 STANDARDS)**

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| **INSTITUTIONS WHOSE PROGRAMS MEET THE FOLLOWING CONDITION(S) SHOULD USE THIS APPLICATION:****(Submission of data with this application is inapplicable. Alignment approval is required before data can be submitted with the “Continuing Application”.)****Please check the area below that applies:*** 1. New program to Educator Preparation Unit [ ]
	2. Program previously determined not recognized [ ]
	3. Program previously dropped or put on hiatus [ ]
	4. Program previously determined recognized with conditions by a SPA with conditions other than data [ ]
	5. Program resubmitting for initial approval due to revised standards [ ]
	6. Program resubmitting due to significant changes within the program [ ]
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**Review Criteria**

* Program alignment to standards

**Recognition Decisions**

* **Approved with Conditions** – Program is aligned to all content standards and must resubmit program within 24 months with the required data.
* **Further Development Required** – Program does not align to all content standards and/or required documentation is not included. Program is not approved to admit candidates.

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| **1.** | **University:** |  |
| **2.** | **Program Name:** |  |
| **3.** | **Program Compiler:** |  |
| **4.** | **Date of Submission:** |  |

# 5. Accredited Educator preparation Providers seeking to add a new program to current certification offerings must submit the following documentation:

[ ]  Letter of approval or other appropriate documentation that indicates the program proposal has the approval of all institutional and state (in case of state institutions) governing boards.

[ ]  Letter explaining the rationale for adding the program

Section 5 completion is required for new programs only.

**6. all programs should attach the following items:**

[ ]  Program Plan of Study that provides:

* Coursework required of all candidates
* Clear information about the sequence in which candidates take courses
* Documentation that practicum/clinical experiences meet the requirements established by the respective learned society
* Description of Capstone assignment, assessment, rubric, and data to be measured

# 7. identify the courses (from the plan of study) and course descriptions that address the standards in the chart below:

| **Standard** | **Course(s)** | **Course Description(s)** |
| --- | --- | --- |
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| ***Standard 1. Foundational Knowledge. Candidates demonstrate knowledge of the history of school counseling, and the structure and organization of the American education system. Candidates understand the development trajectories of diverse learners in the school environment.***1.1 Describe the organizational structure, governance, and evolution of the American education system as well as cultural, political, and social influences on current educational practices and on individual and collective learning environments. 1.2 Describe the evolution of the school counseling profession, the basis for a comprehensive school counseling program, and the school counselor’s role in supporting growth and learning for all students. 1.3 Describe aspects of human development, such as cognitive, language, social/emotional, and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes. |  |  |
| ***Content*** |
| ***Standard 2. Core Theories and Concepts. Candidates demonstrate knowledge of established and emerging counseling and educational theories and methods and evidence-based techniques, and utilize relationship-building skills that are foundational to successful outcomes for students.***2.1 Describe established and emerging counseling and educational methods, including but not limited to childhood and adolescent development, learning theories, behavior modification and classroom management, social justice, multiculturalism, group counseling, college/career readiness, and crisis response. 2.2 Demonstrate strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion. 2.3 Describe established and emerging counseling theories and evidence-based techniques that are effective in a school setting, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems. |  |  |
| ***Standard 3. Instructional and School Counseling Interventions. Candidates use multiple data points to assess individual students’ needs and identify a range of school counseling techniques to meet those needs. Candidates utilize digital literacy and technology tools to support the school counseling program and to track the academic, college/career, and social/emotional development of all students.*** 3.1 Use multiple data points, including student interviews, direct observation, educational records, consultation with parents/families/staff, and test results to systematically identify student needs and collaboratively establish goals. 3.2 Identify research-based individual counseling, group counseling, and classroom instruction techniques to promote academic achievement, college/career readiness, and social/emotional development for every student. 3.3 Demonstrate digital literacy and appropriate use of technology to track student progress, communicate effectively to stakeholders, analyze data, and assess student outcomes. |  |  |
| ***Instructional Practice*** |
| ***Standard 4. Student Learning Outcomes. Candidates create and implement data-informed school counseling programs that positively impact student outcomes and promote educational equity and access. Candidates use pedagogical skills, collaborative strategies and referral systems to support student learning.***4.1 Plan, organize, and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to improve preK-12 student attitudes, knowledge, and skills. 4.2 Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, and support success and well-being for every student. 4.3 Describe how to access school and community resources to make appropriate referrals based on the needs of students. 4.4 Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction. |  |  |
| ***Standard 5. Designing, Implementing, and Assessing Comprehensive School Counseling Programs. Candidates use school data and school counseling program assessments to identify areas of strength and needed improvement for program activities and interventions.***5.1 Use data and student standards, such as the ASCA Mindsets and Behaviors for Student Success and appropriate state standards, to create school counseling program goals and action plans aligned with school improvement plans. 5.2 Use process, perception, and outcome data, program and needs assessments, and other survey tools to monitor and refine the school counseling program. 5.3 Use school-wide data to promote systemic change within the school so every student is prepared for post-secondary success.  |  |  |
| ***Professional Responsibility*** |
| ***Standard 6. Professional Practice. Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, understand their role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support their professional growth and identity development.***6.1 Explain appropriate scope of practice for school counselors defined as the overall delivery of the comprehensive school counseling program, providing education, prevention, intervention, and referral services to students and their families. 6.2 Demonstrate leadership, advocacy and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession. 6.3 Engage in local, state and national professional growth and development opportunities and demonstrate an emerging professional identity as a school counselor. |  |  |
| ***Standard 7. Ethical Practice. Candidates demonstrate ethical and culturally responsive behavior, maintain the highest standard of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses.***7.1 Engage in professional behavior that reflects ASCA Ethical Standards for School Counselors and relevant federal and state laws and district policies. 7.2 Describe the impact of federal and state laws and regulations, as well as district policies, on schools, students, families, and school counseling practice. 7.3 Seek consultation and supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses.  |  |  |