

Hello everyone,

Thank you for completing the Praxis Crosswalk. I am attaching the data for all of our courses within our program. Please review the table, paying particular attention to items associated with the learning objectives for your courses. You may discover areas of relative strength and weakness in terms of coverage within our program. Please track your findings in way that you can inform you about modifications you may suggest for our curriculum.

After you have reviewed the data, please open the link below and complete the survey. The survey seeks your input regarding curriculum additions and modifications.

[survey link]

As we have discussed in faculty meetings, we want to meet to discuss your opinions and suggestions. I will be sending a doodle poll to schedule a time to meet. During our meeting we will share results of the survey and additional data analysis for the Praxis crosswalk.

Please review the attachment and complete the survey by Friday, June 2, 5:00 PM.

**[at the top of the survey, please list all of the courses in the SC program by number, title and instructor]**

Your Name:

Course(s) taught:

As you reviewed the strengths and weaknesses of the program, and based on your experience, are there areas of curriculum content that you feel need increased focus? Please list your suggestions below:

Do you feel we are being redundant in any area or areas? Please list place where you believe redundancy is a problem:

Do you have any other suggestions for our program content?

**Instructions to USU Faculty:** Locate your course(s) in the grey portion on the table below. For each item listed on the table, fill in the number that comes closest to being accurate, using the rubric below. Please read the rubric all the way through before beginning.

**4 = Major focus**—Spend 20% of class time ( $\geq 7$  hours of lecture) across the semester, and have at least one out-of-class assignment focusing on the skill or content area; **OR** spend at least 3.5 hours (10%) of class with two out-of-class assignments; or anything in excess of this.

**3 = Moderate focus**—Spend at least 10% of class time ( $\geq 3.5$  hours of lecture) across the semester, and have at least one out-of-class assignment focusing on the skill or content area; or spend at least 2 hours of class time with two out-of-class assignments or anything between this and the major focus criteria.

**2 = Minor focus**—Spend at least 2 hours of lecture across the semester with or without homework assignment focusing on the skill or content area; or anything between this and the moderate focus criteria.

**1 = Incidental focus**—Mentioned or discussed in context with other content or skill areas but not meeting the criteria for minor focus.

**0 = Not addressed**—The content area or skill is not discussed or addressed within the course.

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<b>I. Foundations (18%)</b>															
<b>A. History and Role of the Professional School Counselor</b>															
1. Knows how to use current research to advocate for the profession	3	2	1	0	0	3	0	3	1	1	1	2	2	0	2
a. knows how to access research resources	4	4	1	0	0	2	0	3	4	1	4	2	2	0	2
b. is able to interpret research	4	1	0	0	0	3	0	1	3	1	3	2	3	0	2
c. is able to use research to demonstrate professional impact on student learning	4	2	0	1	0	3	0	2	3	1	4	2	3	0	3

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2. Knows the benefits of membership in professional organizations for professional school counselors (e.g., resources, networking, insurance)	1	1	2	2	1	2	0	1	0	2	0	1	0	0	4
a. recognizes that there are different levels of professional organizations (e.g., national, state, local)	1	1	2	2	0	1	0	1	0	1	0	1	0	0	4
b. describes the benefits of these organizations (e.g., advocacy, professional development, lobbying efforts, liability insurance, networking, accessibility to resources and current research, leadership development)	1	1	2	3	0	1	0	1	1	1	0	1	0	0	2
3. Is familiar with the development of school guidance and counseling as a profession	0	0	3	3	0	4	0	0	1	1	0	1	1	0	3
a. names the major benchmarks in the development of the profession	0	0	3	3	0	2	0	0	1	1	0	1	1	0	1
b. describes how trends in educational systems impact the role of the professional school counselor (e.g., response to intervention, positive behavior support,	2	0	2	2	0	3	0	2	2	3	2	1	1	0	1

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professional learning communities)															
4. Understands the current American School Counselor Association (ASCA) National Model: A Framework for School Counseling Programs	0	0	3	3	0	2	0	0	0	3	0	1	3	0	2
a. identifies the components of the ASCA National Model®1	0	0	3	3	0	2	0	0	0	1	0	2	1	0	2
b. recognizes the importance of alignment between a school counseling program and the ASCA National Model	0	0	3	4	0	2	0	0	1	3	1	3	1	0	2
5. Understands the current American School Counselor Association (ASCA) National Standards for academic, career, and personal/social development of students	0	0	2	4	0	3	0	1	1	1	1	3	1	0	4
a. describes the domains of the ASCA standards	0	0	2	4	0	2	0	0	1	1	1	2	1	0	2
b. utilizes the student competencies of the ASCA standards when planning counseling services	0	0	2	4	0	3	0	0	1	3	1	3	2	0	1
6. Understands the roles of counselor, leader, advocate, collaborator, consultant, and coordinator as they apply to school counseling-related duties	2	2	2	3	1	4	0	2	3	3	3	3	3	1	4

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a. identifies the tasks related to the various roles of the professional school counselor	2	1	2	2	1	4	0	2	2	3	3	1	3	2	4
7. Knows similarities and differences in the professional school counselor's responsibilities at the elementary, middle, and high school levels	0	1	1	1	0	3	0	1	2	2	3	1	3	0	4
a. identifies and differentiates the responsibilities of the professional school counselor at the various grade levels	0	1	0	0	0	3	4	2	2	2	3	1	3	0	3
8. Understands the difference between counselor responsibilities and non-counselor tasks (e.g., disciplining, substitute teaching, and managing school functions)	2	1	2	2	0	3	0	1	1	3	2	2	2	0	3
a. identifies and differentiates between counselor and non-counselor responsibilities	1	1	0	2	1	3	0	1	1	3	2	1	2	0	3
B. Human Growth and Development															
1. Knows major theories regarding physical development throughout the human life span	2	4	0	0	0	1	0	1	2	1	2	0	1	0	2

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a. describes the stages of physical development from early childhood through older adulthood	1	4	0	0	0	1	0	1	1	0	2	0	0	0	2
2. Knows how to use current research to promote holistic student development	1	4	0	0	0	2	0	2	2	1	4	1	2	1	2
a. applies current research (e.g., nutrition, socioeconomic status, family system) to promote holistic student development	1	4	0	0	0	2	0	2	2	1	3	1	2	3	2
3. Knows major theories regarding cognitive development throughout the human life span	2	4	0	0	0	2	0	1	2	3	2	0	0	0	2
a. describes and applies the components of major theories (e.g., Jean Piaget, Lev Vygotsky) to student development and behavior	2	4	0	0	0	2	0	2	2	2	3	0	0	0	2
4. Knows major theories regarding personality and emotional development throughout the human life span	2	4	0	0	4	1	0	1	2	2	2	0	0	0	2
a. describes and applies the components of major theories (e.g., Erik Erikson, B. F. Skinner, Carl Rogers) to student development and behavior	2	4	0	0	4	1	0	2	2	2	1	0	0	0	2

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5. Knows major theories regarding social and character development throughout the human life span	2	3	0	0	4	1	0	1	3	1	3	0	0	0	2
a. describes and applies the components of major theories (e.g., Alfred Adler, Lawrence Kohlberg, Erich Fromm) to student development and behavior	2	3	0	0	4	1	0	2	2	3	2	0	0	0	2
6. Is familiar with major theories regarding family systems	0	3	0	0	2	1	0	1	1	1	1	0	1	0	2
a. recognizes the components of major theories (e.g., family systems theory, ecological theory) and how they relate to student development and behavior	0	3	0	0	1	1	0	2	1	0	1	0	1	0	2
C. Ethics															
1. Knows current ethical guidelines of technology use for professionals and students	2	0	2	0	1	3	0	1	1	2	1	2	2	0	4
a. applies current ethical guidelines to computerized/online testing or evaluation and virtual schooling	3	0	1	0	0	3	0	1	0	2	0	1	2	0	2
b. recognizes the scope of responsibility in social networking and electronic	3	2	1	1	1	3	0	1	2	2	0	1	2	0	2

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communication (e.g., online bullying, dual relationships, e-mail, texting) between the professional school counselor and stakeholders															
c. recognizes the importance of protecting privacy and confidentiality when using electronic communications and student information systems/databases	3	1	2	0	1	3	0	1	0	2	0	2	2	0	4
2. Understands the need for self-awareness of personal biases and limitations that may affect the counseling relationship	2	2	2	1	4	4	0	2	4	3	3	0	3	0	3
a. recognizes the implications of counselor biases that affect the counseling relationship (e.g., religious, cultural, sexual orientation)	2	2	2	1	3	4	0	2	4	3	3	0	3	0	3
b. recognizes personal limitations and the duty to refer	2	2	2	1	2	3	0	3	2	4	2	0	1	0	3
3. Possesses a working knowledge of the current American School Counselor Association (ASCA) Ethical Standards for School Counselors	0	1	4	1	2	2	0	1	2	3	2	1	1	0	4



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a. applies the ASCA Ethical Standards for School Counselors (e.g., parents' rights and responsibilities, dual relationships, parent/guardians and confidentiality) to daily practice	0	1	4	1	2	2	0	2	2	3	3	1	1	0	4
4. Is familiar with the American Counseling Association (ACA®2) Code of Ethics	0	0	2	0	1	2	0	1	3	0	2	1	0	0	4
a. recognizes the sections of the ACA Code of Ethics that relate to the professional school counselor	0	0	2	0	1	2	0	1	3	0	2	1	1	0	4
5. Understands the need for ongoing professional development designed for professional school counselors	2	1	4	1	2	3	0	2	3	4	2	1	2	0	2
a. recognizes the current delivery modes (e.g., professional conferences, webinars) for professional development	1	1	3	2	0	3	0	1	1	4	1	1	1	0	2
b. recognizes professional development activities designed for professional school counselors that are role-appropriate and licensure-specific	1	1	2	0	0	3	0	1	1	4	2	1	1	0	2
6. Knows and utilizes ways to remain mentally	2	3	0	0	2	2	0	0	1	3	4	0	2	0	2

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healthy, stay motivated, and avoid burnout															
a. identifies symptoms of stress	2	2	0	0	2	2	0	1	1	3	4	0	0	0	2
b. identifies healthy coping strategies	2	3	0	0	2	2	0	1	1	4	4	0	0	0	2
c. identifies the consequences of neglecting mental health maintenance and motivation	2	3	0	0	2	2	0	1	2	4	4	0	0	0	2
D. Legal Issues															
1. Knows how changes in major public policy and laws affect student rights and professional school counselor responsibilities	2	1	4	0	0	2	0	1	2	4	2	1	2	0	2
a. applies current local, state, and federal laws as they affect professional school counselor activities	2	1	5	1	0	2	0	2	2	4	2	2	1	0	2
2. Understands the role of the professional school counselor in relation to the Americans with Disabilities Act (ADA, P.L. 101-336, 1990) in advocating for the legal rights of students with disabilities	3	1	2	2	0	2	0	2	3	4	1	0	1	0	2
a. describes a Section 504 plan as it might impact the professional school counselor	2	1	2	0	0	2	0	2	0	4	0	0	0	0	2
b. recognizes a student's need for and the potential	2	1	2	0	0	2	0	2	0	4	0	0	0	0	2

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benefits of a Section 504 plan															
3. Understands the role of the professional school counselor in relation to the Individuals with Disabilities Education Improvement Act (IDEA, P.L. 108-446, 2004) in advocating for students' legal rights	3	1	2	1	0	2	0	2	2	4	1	0	0	0	2
a. defines an Individualized Education Plan (IEP) and how it might impact the professional school counselor	3	1	2	1	0	2	0	2	0	2	0	0	0	0	2
b. recognizes a student's need for and the potential benefits of an IEP	3	0	0	1	0	2	0	2	0	3	0	0	0	0	2
4. Understands the Buckley Amendment and the Family Educational Rights and Privacy Act of 1974 (FERPA, P.L. 93-380) and its impact on student and parent rights	2	0	2	0	0	2	0	1	1	4	1	1	1	0	2
a. applies FERPA requirements to professional school counselors' responsibilities	1	1	2	0	0	2	0	1	1	4	1	1	2	0	2
b. identifies appropriate information to include in student records (e.g.,	1	0	1	1	0	1	0	1	0	4	0	0	1	0	2

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cumulative folder, student information system)															
5. Is familiar with the appropriate constitutional rights as they apply to educational settings for students and parents (e.g., freedom of speech, citizenship)	1	0	1	0	0	1	0	1	2	3	1	0	1	0	2
a. recognizes students' rights and limits to their rights (e.g., freedom of speech, right to privacy, equal protection) as they relate to the educational setting	1	0	1	1	0	2	0	1	2	3	2	1	1	0	2
6. Knows the relevance of Title IX of the Education Amendments of 1972 (P.L. 92-318) to education and school activities	1	1	1	0	0	1	0	1	1	1	1	0	0	0	1
a. describes Title IX as it relates to student rights	1	0	1	0	0	1	0	0	0	1	0	0	0	0	1
7. Is familiar with Title II of the Education Amendments of 1976 (P.L. 94-482) and the Carl D. Perkins Career and Technical Education Act (P.L. 109-270), and their relevance to equal opportunities in career counseling	0	0	1	0	0	1	0	0	1	1	1	0	1	0	1
a. recognizes the impact of Title II and the Perkins Act on equal	0	0	1	0	0	1	0	0	1	1	1	0	2	0	1

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opportunities in career counseling															
8. Understands the detection of and mandated reporting requirements for child abuse and neglect	1	1	3	2	1	3	0	2	1	4	1	0	0	0	4
b. recognizes the signs of suspected child abuse and neglect	1	1	1	0	0	2	0	3	1	3	1	0	0	0	4
c. describes situations in which reporting to appropriate social service agencies and/or law enforcement is mandated	1	1	2	2	0	2	0	2	0	3	0	0	0	0	4
9. Understands the concept of duty to warn and the difference between privileged communication and confidentiality	1	1	2	0	0	2	0	1	2	4	2	0	0	0	2
a. describes situations in which a professional school counselor has a duty to warn (e.g., threatened harm to self or others)	1	1	1	2	0	2	0	2	2	4	2	0	0	0	4
b. recognizes privileged communication always belongs to the student or client	1	1	1	0	1	2	0	2	2	4	2	0	0	0	4
c. recognizes confidentiality has limits and may or may not be a legal issue	1	1	2	0	1	2	0	2	2	4	2	0	0	0	4

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<b>II. Delivery of Service (45%)</b>															
<b>A. Guidance and Counseling</b>															
1. Is familiar with basic methods of analyzing student behavior	4	0	0	0	2	3	0	3	2	4	2	2	0	0	3
a. identifies procedures used to collect data to assess student behavior (e.g., behavior checklists, anecdotal reports)	4	0	0	0	2	2	0	3	1	3	1	3	1	1	3
2. Knows how to appropriately use a variety of technological resources to deliver school guidance and counseling services	4	1	0	2	1	2	0	0	1	3	1	2	3	0	2
a. recognizes the importance of technology in the delivery of services in a comprehensive school counseling program	3	0	1	3	0	3	0	0	1	4	1	2	3	0	2
b. identifies benefits of technological resources (e.g., career interest inventories, college and scholarship search services)	4	0	0	1	0	2	3	0	1	3	1	1	4	0	3
3. Understands the purposes and theories of individual counseling and applies them appropriately	2	0	0	0	4	2	0	2	2	4	2	0	2	0	3

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a. describes basic counseling theories (e.g., brief solution-focused, behavioral, cognitive)	2	0	0	0	4	1	0	2	2	3	3	0	0	0	3
b. applies counseling theories to case scenarios	2	1	0	0	4	3	0	3	2	4	2	0	0	0	4
4. Understands the purposes and theories of group counseling and applies them appropriately	1	0	0	0	1	1	1	2	2	3	4	0	1	0	3
a. describes basic group counseling theories (e.g., reality, cognitive-behavioral)	1	0	0	0	0	1	0	0	1	1	4	0	0	0	3
b. describes group counseling processes and procedures (e.g., stages, group types, selection, facilitation)	1	0	0	0	0	1	0	0	1	1	4	2	0	0	3
c. recognizes ethical issues as related to group counseling (e.g., confidentiality, biases)	1	0	0	0	1	1	0	1	1	4	4	0	0	0	3
d. applies group counseling theories to case scenarios	0	0	0	0	0	2	0	1	0	1	4	0	0	0	3
5. Knows the purpose and can apply techniques of educational planning (e.g., grade-level transition, academic-intervention plans)	0	0	0	2	0	2	1	0	0	4	0	0	4	0	3
a. applies age-appropriate strategies for educational planning (e.g., course	0	1	0	0	0	2	1	1	0	4	0	0	4	0	2

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selection, transitioning, kindergarten readiness)															
b. applies appropriate counseling skills to develop academic intervention plans	1	0	0	0	0	2	1	1	0	4	0	0	2	0	2
6. Understands the purposes and theories and can apply processes of career development and planning for students at each age level	1	0	0	1	0	2	1	1	0	4	0	0	3	0	2
a. describes basic career development theories (e.g., trait factor, developmental, psychological)	2	1	0	0	0	1	4	0	0	2	0	0	1	0	2
b. applies career development theories to case scenarios	1	0	0	0	0	1	4	0	0	3	0	0	2	0	2
c. recognizes how to assist students making post-secondary and career plans at every stage of development	0	1	0	0	0	1	4	0	1	4	1	1	4	0	3
7. Is familiar with the purposes and theories and can apply techniques of large-group guidance (e.g., grade-level student meetings, group academic advising, school-wide assemblies)	1	1	1	1	0	0	1	2	1	2	1	1	2	0	2
a. describes how to facilitate grade-level student meetings	0	0	1	0	0	1	1	1	0	3	0	0	4	0	2



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b. describes the process of group academic advising	0	0	0	0	0	0	0	0	0	2	0	0	1	0	2
c. describes how to conduct school-wide assemblies	0	0	0	0	0	0	0	1	0	1	0	0	1	0	2
8. Understands the purpose and instructional theories and can apply techniques of classroom guidance and strategies of classroom management	0	0	0	0	0	2	0	2	0	4	0	0	1	0	2
a. recognizes the need for and benefits of classroom guidance	0	1	0	2	0	1	0	2	2	4	1	2	3	0	2
b. applies instructional and behavior management strategies to classroom situations	0	0	0	0	0	1	0	3	1	4	2	0	1	0	2
9. Understands the purposes and theories and can apply techniques of crisis intervention (e.g., school-level crises, individual crises)	0	0	0	2	1	2	0	1	2	4	2	0	0	0	2
a. recognizes the importance of having procedures for multi-level school crises (school violence, natural disaster)	0	0	0	2	0	2	0	1	0	4	0	0	0	0	2
b. recognizes the importance of having procedures for individual crises	0	1	0	2	0	2	0	3	0	4	0	0	0	0	2
10. Knows the purpose and can apply techniques	0	0	0	0	0	3	0	1	1	2	1	0	0	0	2

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of peer mediation and conflict resolution															
a. describes the purpose and applies techniques of peer mediation	0	0	0	0	0	3	0	0	1	2	1	0	0	0	2
b. applies strategies of conflict resolution to case scenarios (e.g., relational aggression, in-school fighting, teacher-student conflicts)	0	0	0	0	0	3	0	1	2	3	2	0	1	0	2
11. Understands methods for preventing and addressing common student concerns (e.g., stress, drug use, bullying)	0	1	0	2	2	2	0	2	3	4	3	2	0	0	2
a. applies research and strategies to prevent or intervene in common student/teacher issues (e.g., alcohol/drug use, stress, bullying)	0	1	0	0	1	2	0	4	2	2	2	3	0	0	2
12. Understands and can respond to the needs of students with various levels of ability (e.g., physical, emotional, cognitive)	3	2	0	0	1	2	0	2	4	4	2	1	3	0	2
a. identifies the needs of students at various ability levels (e.g., physical, emotional, cognitive)	3	2	0	0	0	2	0	2	4	4	2	2	3	0	2
b. describes and applies strategies to respond to various needs	3	1	0	0	2	2	0	4	4	4	3	1	3	0	2

	PSY 6330	PSY 6530	PSY 6460	PSY 6240	PSY 6350	PSY 6340	PSY 6260	PSY 6130	PSY 6290	PSY 6370	PSY 6420	PSY 6390	PSY 6610	PSY 6700	PSY 6250
13. Knows and responds to the needs of students from various backgrounds (e.g., socioeconomic, cultural, linguistic)	3	2	0	2	2	2	0	2	4	4	3	2	4	0	2
b. applies interventions to meet the needs of a variety of students	3	1	0	2	3	3	0	3	4	4	4	2	3	2	2
14. Knows the needs of and responds to students with diverse issues (e.g., sexual orientation, family situations, alcoholism/drug use)	3	2	2	0	2	2	0	1	4	4	3	2	3	0	2
a. describes the potential impact of diversity issues (e.g., sexual orientation, family situations, drug and alcohol abuse effects) on academic and social outcomes	3	2	0	1	2	2	0	2	4		3	1	3	1	2
b. applies interventions to meet the needs of a variety of students	3	2	1	2	2	2	0	3	4	3	4	4	2	1	2
<b>B. Consultation and Collaboration</b>															
1. Knows the role of the professional school counselor in the support of the development and implementation of student service plans (e.g., Individualized Education Program (IEP) meetings, Section 504 plans)	2	1	1	1	0	3	0	2	2	4	2	0	0	0	2

	PSY 6330	PSY 6530	PSY 6460	PSY 6240	PSY 6350	PSY 6340	PSY 6260	PSY 6130	PSY 6290	PSY 6370	PSY 6420	PSY 6390	PSY 6610	PSY 6700	PSY 6250
a. describes the role of the professional school counselor in the development, implementation, and support of student service plans (e.g., Individualized Education Program (IEP) meetings, Section 504 plans)	2	1	1	0	0	4	0	2	2	4	2	0	0	0	2
2. Understands the basic characteristics of consultation	1	0	0	0	0	4	0	1	2	3	2	1	2	0	4
3. Is familiar with the purposes, theories, and techniques of consultation models as they apply to professional school counseling	1	0	0	0	0	4	0	1	2	3	2	0	2	0	2
a. identifies the purpose and basic characteristics of consultation	1	0	0	0	0	4	0	1	2	3	2	1	2	0	2
b. recognizes the major methods of consultation as used in common school situations (e.g., parent conferences, teacher consultations)	1	0	0	1	0	4	0	2	2	4	2	2	2	0	2
4. Is familiar with the differing needs of teachers, other professionals, administrators, parents, and community contacts for consultation and collaboration	1	1	2	0	0	4	0	1	2	4	2	1	2	0	2

	PSY 6330	PSY 6530	PSY 6460	PSY 6240	PSY 6350	PSY 6340	PSY 6260	PSY 6130	PSY 6290	PSY 6370	PSY 6420	PSY 6390	PSY 6610	PSY 6700	PSY 6250
a. recognizes the appropriate professional needs of stakeholders (e.g., classroom management, student support, programming)	0	1	0	1	0	4	0	2	2	4	2	2	1	0	2
5. Understands the characteristics of effective collaborative relationships	1	1	2	2	0	4	0	1	1	4	3	1	2	0	2
a. describes the characteristics of effective collaborative relationships (e.g., the four is of collaborative relationships)	1	0	0	0	0	3	0	0	1	3	3	0	1	0	2
b. applies the appropriate techniques of effective collaborative relationships (e.g., solution-focused, leaderless collaboration)	1	0	1	0	0	3	0	0	1	3	3	0	2	0	2
6. Is familiar with common pedagogical techniques used in the classroom to provide consultation services as they apply to academic support	0	0	0	0	0	3	0	0	0	4	1	0	2	0	2
a. identifies common pedagogical techniques used in the classroom to consult with teachers (e.g., lesson planning, behavior management, differentiated instruction)	0	0	0	0	0	3	0	1	0	3	1	0	2	0	2
7. Knows interventions and accommodations	2	1	1	0	2	2	0	1	3	4	3	3	2	0	2

	PSY 6330	PSY 6530	PSY 6460	PSY 6240	PSY 6350	PSY 6340	PSY 6260	PSY 6130	PSY 6290	PSY 6370	PSY 6420	PSY 6390	PSY 6610	PSY 6700	PSY 6250
available to students with various needs															
a. describes interventions and accommodations (preferential seating, extended time) available to students	2	1	1	0	0	2	0	2	3	4	1	2	1	0	2
b. recognizes the needs of and support available to students with varying mental and physical disorders (e.g., eating disorders, hearing impaired, learning disorders)	3	2	0	1	0	2	0	2	3	4	2	2	0	0	2
<b>III. Management (15%)</b>															
1. Is familiar with how to use technology to manage and evaluate professional school counseling programs	1	0	0	2	0	0	0	0	2	3	2	4	2	0	2
a. identifies ways to use technology to manage and evaluate school counseling programs (e.g., spreadsheets, student information systems, electronic surveys)	1	0	0	2	0	0	0	0	1	3	1	4	2	0	2
2. Knows the professional school counseling program as an integral part of the total educational process	1	1	3	4	1	3	0	1	1	4	1	3	3	1	2
a. describes how the school counseling program is an integral	1	1	4	4	1	3	0	1	1	4	1	3	3	0	2

	PSY 6330	PSY 6530	PSY 6460	PSY 6240	PSY 6350	PSY 6340	PSY 6260	PSY 6130	PSY 6290	PSY 6370	PSY 6420	PSY 6390	PSY 6610	PSY 6700	PSY 6250
part of the total educational process (e.g., leadership roles, curriculum, committees)															
3. Understands how to design, develop, and implement a comprehensive professional school counseling program	0	0	0	4	0	0	0	0	2	3	2	2	2	0	2
a. describes how to use data to design and implement school counseling services	0	0	0	4	0	0	0	1	1	3	1	4	3	1	2
b. Is familiar with the design, staffing, and maintenance of programs for support of students at risk	0	0	0	2	0	0	0	0	2	4	1	1	2	3	2
c. recognizes the design, staffing, and maintenance of services for at-risk students (e.g., mentoring, parent education, community resources)	0	0	0	2	0	1	0	1	2	4	2	1	2	2	2
4. Knows how to manage various types of referrals	1	0	0	0	1	2	0	1	1	4	1	0	2	0	2
a. differentiates between internal and external referrals (e.g., school nurse, social service agencies, pro bono services)	1	0	2	0	0	2	0	1	0	4	0	0	0	0	2
b. recognizes the importance of developing procedures for	1	0	0	0	0	2	0	1	1	4	1	0	0	0	2

	PSY 6330	PSY 6530	PSY 6460	PSY 6240	PSY 6350	PSY 6340	PSY 6260	PSY 6130	PSY 6290	PSY 6370	PSY 6420	PSY 6390	PSY 6610	PSY 6700	PSY 6250
management of various types of referrals															
<b>IV. Accountability (22%)</b>															
1. Knows the need for accountability in a professional school counseling program	1	0	0	3	2	1	0	1	2	3	1	4	2	0	2
a. defines accountability as it relates to a school counseling program	1	0	0	3	1	2	0	0	1	3	1	4	2	0	2
b. describes how to use counseling program data and research to advocate for school counseling programs	0	0	1	3	0	2	0	0	2	3	3	4	1	1	2
2. Knows the goals and methods of evaluating achievement, program effectiveness, and student outcomes	1	0	0	3	0	1	0	0	1	3	2	4	2	2	2
a. describes various methods of measuring accountability and effectiveness of the school counseling program (e.g., assessment results, surveys, research)	2	0	0	3	0	1	0	0	1	3	2	4	2	2	2
b. describes various methods of measuring student outcomes (e.g., graduation rates, attendance records, disciplinary records)	2	1	0	2	0	1	0	2	1	2	1	4	0	1	2
3. Knows how to apply data analysis results for program improvement	1	0	0	3	0	2	0	1	1	2	2	4	2	1	2



	PSY 6330	PSY 6530	PSY 6460	PSY 6240	PSY 6350	PSY 6340	PSY 6260	PSY 6130	PSY 6290	PSY 6370	PSY 6420	PSY 6390	PSY 6610	PSY 6700	PSY 6250
(e.g., needs assessment, program evaluation)															
a. analyzes data and determines program improvements as necessary	1	0	0	3	0	2	0	2	1	1	2	4	3	1	2
4. Knows methods of gathering background data to assist in selecting appropriate assessments (e.g., interviewing, records review)	2	0	0	0	0	1	0	2	0	1	1	3	2	1	2
a. identifies methods of gathering background data (e.g., records review, observation, student work samples) to assist in selecting appropriate assessments	3	0	0	0	0	1	0	4	0	1	1	3	2	1	2
5. Is familiar with the various types of assessments (criterion-referenced, aptitude, achievement)	4	0	0	0	0	1	0	1	0	2	3	3	3	0	2
a. describes the differences among the various types of assessments (e.g., criterion-referenced, aptitude, achievement)	4	0	0	0	0	1	0	1	0	1	1	2	0	0	2
6. Understands the appropriate use and limitations of standardized testing	4	0	0	0	0	2	0	1	0	1	0	1	1	0	2
a. describes the appropriate use and	4	0	0	0	0	1	0	1	0	1	0	1	2	0	2

	PSY 6330	PSY 6530	PSY 6460	PSY 6240	PSY 6350	PSY 6340	PSY 6260	PSY 6130	PSY 6290	PSY 6370	PSY 6420	PSY 6390	PSY 6610	PSY 6700	PSY 6250
limitations of standardized testing															
7. Knows basic principles and interpretation of measurement (e.g., trends, stanine, percentile rank)	4	0	0	0	0	1	0	0	0	1	0	2	2	0	2
a. defines basic principles of interpreting measurement (e.g., trends, stanine, percentile rank)	4	0	0	0	0	1	0	0	0	1	0	2	1	0	2
8. Knows the concepts of validity and reliability as applied to assessment	4	0	0	0	0	2	0	1	0	2	0	2	1	0	2
a. defines and differentiates the concepts of validity and reliability as applied to assessment	4	0	0	0	0	2	0	1	0	2	0	2	0	0	2
9. Understands requirements for administration and interpretation of individual and group assessments	4	0	0	0	0	1	0	0	0	2	0	2	2	0	2
a. describes the requirements for administration of individual and group standardized assessments	4	0	0	0	0	1	0	0	0	2	0	1	0	0	2
b. describes the requirements for interpretation of individual and group standardized assessments	4	0	0	0	0	2	0	0	0	1	0	1	0	0	2

	PSY 6330	PSY 6530	PSY 6460	PSY 6240	PSY 6350	PSY 6340	PSY 6260	PSY 6130	PSY 6290	PSY 6370	PSY 6420	PSY 6390	PSY 6610	PSY 6700	PSY 6250
10. Knows how to interpret and appropriately use the results of personality, emotional, social, and behavioral assessments	4	0	0	0	0	1	0	0	0	2	2	1	1	0	2
a. describes how to interpret and appropriately use the results of personality, emotional, social, and behavioral assessments	4	0	0	0	0	1	0	0	0	2	2	1	1	0	2
11. Knows how to interpret and appropriately use the results of intelligence assessments	4	1	0	0	0	1	0	0	0	1	0	0	0	0	2
a. describes how to interpret and appropriately use the results of intelligence assessments	4	0	0	0	0	1	0	0	0	1	0	0	0	0	2
12. Knows how to interpret and appropriately use the results of achievement tests and measures of learning (e.g., standardized assessment, portfolio, formative/summative)	4	0	0	0	0	1	0	1	0	2	0	3	2	0	2
a. defines and differentiates among achievement tests and measures of learning (e.g., standardized	4	0	0	0	0	1	0	1	0	1	0	3	2	0	2

	PSY 6330	PSY 6530	PSY 6460	PSY 6240	PSY 6350	PSY 6340	PSY 6260	PSY 6130	PSY 6290	PSY 6370	PSY 6420	PSY 6390	PSY 6610	PSY 6700	PSY 6250
assessments, portfolios, formative/summative assessments)															
b. describes how to interpret and appropriately use the results of achievement tests and measures of learning	4	0	0	0	0	2	0	1	0	1	0	3	2	0	2
13. Knows the characteristics of and how to appropriately administer and interpret career assessments (e.g., interest inventories, aptitude/skills tests)	4	0	0	0	0	0	4	0	0	1	0	2	3	0	2
a. defines and differentiates among career assessments (e.g., interest inventories, aptitude/skills tests, work values)	4	0	0	0	0	0	4	0	0	1	0	2	4	0	2
b. describes how to administer, interpret, and appropriately use the results of career assessments	4	0	0	0	0	0	4	0	0	2	0	1	3	0	2
14. Knows how cultural, linguistic, and disability issues relate to student test performance, test accommodations, and test interpretation	4	0	0	0	0	1	0	1	2	1	0	1	1	0	2
a. recognizes student differences (e.g., cultural, linguistic, and disability	4	1	0	0	0	1	0	1	2	2	0	1	1	0	2

	PSY 6330	PSY 6530	PSY 6460	PSY 6240	PSY 6350	PSY 6340	PSY 6260	PSY 6130	PSY 6290	PSY 6370	PSY 6420	PSY 6390	PSY 6610	PSY 6700	PSY 6250
issues) and their effects on student test performance and results															
b. recognizes student differences when interpreting test results	4	1	0	0	0	2	2	0	2	2	0	1	2	0	2
c. identifies appropriate accommodations to address student differences	4	0	0	0	0	2	0	2	2	2	0	1	0	0	2

