



Department of Educational Psychology

We develop educational leaders who create tomorrow's opportunities.

Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

Department of Educational Psychology EPS 594: Foundations of School Counseling Syllabus Semester

Instructor:

Contact Info:

Office Hours:

Total Units of Course: 3 hours

Format: In-person

Meeting Days/Times:

COURSE PREREQUISITES: Prerequisites to this course are admission to the Graduate College and to the M.Ed. School Counseling program, or permission of Department Chair and instructor.

COURSE DESCRIPTION: This course is the introductory course in the school counseling program and provides a basic introduction to school counseling at the elementary, middle and high school levels. This course is designed to give students an overview of current trends in school counseling, on a local, state and national levels. Topics to be covered include: (a) historical basis for school counseling, (b) the reformation from a mental health model, (c) the assessment of school guidance needs, and (d) planning, implementing, and evaluating a guidance program based on the National Model of the American School Counseling Association (ASCA), (e) professional organizations, and (f) overview of the ASCA Model Components, with emphasis on "Define" and "Manage".

COURSE REQUIREMENTS: Students in the school counseling program will be expected to visit schools and classrooms. Each student is required to secure a valid fingerprint clearance card in compliance with Arizona State Statute A.R.S. § 15-534. Each student must complete a **Key Performance Indicator (KPI) Assignment** for this course, Advocacy and Self-Care assignment, and quiz on Wampold's Big 14.

COURSE STRUCTURE/APPROACH: **Course structure and approach will include:** lectures and whole-class and small breakout group discussions, text and online readings

assignments, group activities including creation of PowerPoint presentations, discussion postings on Blackboard Learn (BbLearn), projects (including interviews and school site visits), viewing classmates' PowerPoint presentations and giving feedback on BbLearn and quizzes on reading material.

REQUIRED TEXTS/RESOURCES: (same texts will be used in EPS 634):

1. Stone, C. B., & Dahir, C. A. (2016). *The transformed school counselor* (3rd edition). Boston, MA: Cengage Learning.
2. American School Counselors Association. (2019). *The ASCA national model: A framework for school counseling programs* (4th ed.). Alexandria, VA: Author. (available at: <http://www.schoolcounselor.org/>)

REQUIRED ACCESS: Every students needs to have access to BBLearn. Technical support available at: elc-help@nau.edu or call 928-523-5554.

STUDENT LEARNING EXPECTATIONS/OUTCOMES FOR THIS COURSE:

1. Gain an understanding of the historical, political and social influences that shape and impact school counseling programs in schools. (F-1a) (SC-1a)
2. Be able to define the role of the school counselor within a comprehensive school guidance program, as compared to other behavioral health professionals. (SC-2a) (SC-2d)
3. Learn about and be able to describe components of the ASCA National model and Arizona standards for school counselors. (SC-1b)
4. Gain in depth knowledge of the Define and Manage components of the ASCA National Model. (SC-1b)
5. Become aware of and understand the importance of involvement in professional organizations in school counseling (SC-1a)
6. Become familiar with public relation strategies (brochures, websites, communicating with school boards, PTO's) for promoting a school counseling program. (SC-2a).
7. Be able to recognize school counseling legal and ethical issues and become familiar with Arizona laws affecting the practice of school counseling. (SC-2m)
8. Be able to recognize the multicultural competencies for school counselors and explain how these are applied in modern school settings. (SC-3k).
9. Be able to understand the role of outcome research in guiding decision-making in all aspects of the profession (SC-3k) (SC-3n) (SC-3o).

2016 CACREP SC & CORE STUDENT LEARNING OUTCOMES	CACR EP	Eval Module
1a. History and development of school counseling	(SC-1a)	Disc 1
1b. Models of school counseling programs	(SC-1b)	Proj2
1d. Models of school-based collaboration and consultation	(5SC-1d)	Proj2
1e. Assessments specific to P-12 education	(SC-1e)	Proj2

2a. School counselor roles as leaders, advocates, and systems change agents in P-12 schools (Signature Assignment/Key Performance Indicator)	(SC-2a)	Proj1; Activity
2c. and 2d. School counselor roles in relation to college and career readiness and school leadership and multidisciplinary teams	(SC-2d)	Proj1
2f. Competencies to advocate for school counseling roles	(SC-2f)	Proj2, Disc 2
2j. Qualities and styles of effective leadership in schools	(SC-2j)	Proj2, Disc 2
2l. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling	(SC-2l)	Activity
2m. Legislation and government policy relevant to school counseling	(SC-2m)	Disc 4
3a. Development of school counseling program mission statements and objectives	(SC-3a)	Proj2
3k. strategies to promote equity in student achievement and college access	(SC-3k)	Proj2
3n. Use of accountability data to inform decision making	(SC-3n)	Proj2
3o. Use of data to advocate for programs and students	(SC-3o)	Proj2
1l. Self-care strategies appropriate to the counselor role	(CORE-1l)	Disc 6

COURSE OUTLINE:

*Below is the *general* course outline and subject to change.

ASSESSMENT OF STUDENT LEARNING OUTCOMES & SCHEDULE:

1. **Class Participation:** Consistent attendance and participation is expected. Students are expected to discuss their readings and projects in class, and to engage in some basic role-playing as well. Additionally, it is expected that you will demonstrate professional behavior (e.g., no texting, playing on the computer, or engaging in other disruptive behavior) and actively participate in class discussion. Participation points will be deducted for a lack of professional behavior or non-participation. Please see rubric in BBLearn.
2. **Reading Assignments:** Reading assignments from the Stone and Dahir text, the ASCA model, and supplemental readings and handouts will be assigned on a weekly basis.
3. **Quizzes:** Quizzes will cover chapters 1, 4, 5, 6, 7, 9, and 13 from the Stone and Dahir text, and will consist of multiple choice and short answer questions. You will also complete a quiz at the end of the semester on Wampold's Big 14.
4. **Discussion Posts:** Discussions are expected to help students engage with the reading material in a reflective way. General themes for each discussion are shown below, with additional details available in each week's agenda. 1-2 page submission. *Must read and respond to **one** of your peers' posts before the next class meeting.*
 - a. Discussion #1: Why am I here (majoring in school counseling)?
 - b. Discussion #2: Leadership & Advocacy (**KPI**)
 - c. Discussion #3: Action Research & Submitting a Conference Proposal

- d. Discussion #4: Arizona School Law & ASCA Ethics
 - e. Discussion #5: Multicultural Competencies & Cultural Humility
 - f. Discussion #6: Developing a Self-Care Plan **(KPI)**
- **Key Performance Indicator (KPI)** Assignments: EPS 594 has a two signature assignments, Leadership and Advocacy, as well as Self-Care Plan (required for program accreditation), that must be posted on BbLearn.
5. **Activity:** The activity will require a 1-2 page paper and classroom presentation/discussion.
- a. **Meeting Attendance:** Attend an AzSCA Board Meeting (<https://www.azsca.org/meetings/>), district meeting, or AzSCA Committee meeting (<https://www.azsca.org/board/>), and summarize the experience; reflecting on the prompts that follow. *Need to provide a copy of the agenda.*
 1. What was the intent of the meeting?
 2. What was discussed?
 3. What interpersonal dynamics did you observe?
 4. What was the outcome of the meeting?
 5. Share your reactions to what you observed/experienced.
6. **Projects:** There are two primary projects for this course (a and c) and one secondary (b); each designed to engage students in in-depth critical thinking and application using the ASCA National Model. General Project themes are as follows:
- a. Project 1: School Counselors Roles (Appendix A)
 - b. Project 2: Develop a Guidance Lesson Plan (level)
 - c. Project 3: Ideal School Counseling Department – RAMP Project

POINTS/GRADING SYSTEM:

<i>Component</i>	<i># assignments</i>	<i>value</i>	<i>Total</i>	<i>% of TOTAL</i>
Participation	14 meetings	10	140	14%
Quizzes	8	20	160	16%
Discussion Posts	6	30	180	18%
Activity	1	100	100	10%
Project 1	1	160	150	15%
Project 2	1	100	100	10%
Project 3	1	180	170	17%
TOTAL			1000	100%

GRADING SCALE:

A = 900-1000 points; B = 800-899 points; C = 700-799 points; D = 600-699 points;
F = < 600 points

COURSE SCHEDULE:

Week #	Topic/Theme	Readings due	Assignments due
1	Syllabus Review	N/A	N/A

8/12/20	Why am I here?		
2 8/19/20	Overview of & orientation to SC profession: History and Future of SC Profession	S&D Ch. 1	Discussion #1: Why am I Here? Quiz Ch. 1
3 8/26/20	ASCA Model (4 th ed.)	S&D Ch. 7 ASCA model preface	Quiz Ch. 7
4 9/2/20	ASCA Model (4 th ed.)	ASCA Model: Define and Manage sections	
5 9/9/20	ASCA Model (4 th ed.)		Work on Project 1: Counselors Roles in ASCA Model context
6 9/16/20	Leadership & Advocacy Presentations: Project 1	S&D Ch. 4	Project 1 Due - SC Roles & ASCA Model Quiz Ch. 4
7 9/23/20	Leadership & Advocacy APA Formatting	S&D Ch. 5	Discussion #2: Leadership and Advocacy (KPI) Quiz Ch. 5
8 9/30/20	Outcome & Action Research	Supplemental Readings	Review Discussion #3 Review Project 2
9 10/7/20	School Counselors as Coordinators and Collaborators	S&D Ch. 13 Supplemental Readings	Discussion #3: Action Research & Submitting a Proposal Work on Project 2: Write a Guidance Lesson Plan Quiz Ch. 13
10 10/14/20	ASCA Templates (Define and Manage)	Supplemental Readings	Work on Project 2: Write a Guidance Lesson Plan
11 10/21/20	Guidance Lessons	Supplemental Readings	Project 2 Due – Guidance Lesson Presentation

			Discussion #4: Arizona School Law & ASCA Ethics Quiz Ch. 6
12 10/28/20	Legal & Ethical issues Presentations: Project 2	S&D Ch. 6	Project 2 Due – Guidance Lesson Presentation Discussion #4: Arizona School Law & ASCA Ethics Quiz Ch. 6
13 11/4/20	Diversity & the School Counselor	S&D Ch. 9 Supplemental Readings	Discussion #5: Multicultural Competencies Quiz Ch. 9
14 11/11/20	Self-Care & Wampold	Wampold & Self-Care readings Review S&D Ch. 13	Discussion #6: Developing a Self-Care Plan (KPI) Quiz on Wampold's Big 14 (KPI)
15 11/18/20	Discuss Project #3	N/A	Work on Project 3: Ideal School Counseling Department
16 11/25/20	Presentations: Project 3	N/A	Project 3 Due – Ideal SC Department Presentation Activity: Meeting Attendance Due

COURSE POLICIES

ATTENDANCE: If you know ahead of time that you are going to have to miss a class meeting, contact the instructor well in advance. Students who are absent for any reason are responsible for announcements and material covered in class. *Missing two or the equivalent of two class meetings will result an automatic drop of one letter grade.*

Getting behind can greatly impair a student's ability to learn and synthesize the content of this course. Research has directly linked a student's performance with their level of engagement with a course. Each student is responsible for progressing through the course and making use of the available materials to be successful. As many components of this course have strict deadlines, not making regular progression will make your success in this course a challenge. Do not hesitate or delay contacting me if you have questions and/or concerns regarding your progress in this class. If a student does not make adequate progress through the course, or continually misses deadlines, I reserve the right to potentially administratively drop the student from the class. Students are expected to manage their official status in the class. That is, a student who decides to drop from the class must officially withdraw – otherwise they will be subject to grading. Students wishing to change to an audit status must do so by the scheduled deadline.

WRITING QUALITY:

- Graduate students are expected to write graduate level papers. Please contact NAU's Academic Success Center (<https://in.nau.edu/academic-success-centers/tutoring/>) if needed.
- Tips to succeed in APA style are available in the course shell. You might also consider purchasing the most current APA style book, and, when online, consider using a source that you can access via Google such as "OWL at Purdue."
- The instructor reserves the right to return a well-conceived, but poorly written paper in order to suggest that the author(s) edit the paper accordingly. A one-week turnaround time is the norm, in the event this occurs.

ACADEMIC DISHONESTY:

- In short, Academic Dishonesty WILL NOT be tolerated and NAU's policy will be adhered to in all cases. Students are encouraged to read and understand the University policy. Your work is to be YOUR WORK. You are expected to follow the rules of the course in addition to the policy of the university. Any and all allegations of academic dishonesty will be thoroughly investigated immediately and handle according to policy. For information on the ACADEMIC DISHONESTY policy, please refer to the NAU Student Handbook available at: <https://www5.nau.edu/policies/Client/Details/307>
- **ACADEMIC DISHONESTY VIOLATIONS**
 - Cheating: intentionally using or attempting to use unauthorized materials, information, technology, or study aids in any academic exercise such as an examination, paper, or other assignment
 - Fabrication/Fraud: intentional and unauthorized creation or invention of information, data, or citation in an academic exercise.
 - Facilitation: assisting, supporting, conspiring, or colluding with others to engage in any form of Academic dishonesty.
 - Falsification: manipulating materials, equipment, or processes, or changing or omitting information or data such that the results of an academic exercise are not accurately represented or reported.
 - Obtaining an unfair advantage: engaging in activities that directly or indirectly compromise the fair assessment of a student's work or that unfairly constrain or impede another student's ability to complete an assignment on equal terms.
 - Plagiarism: Using or representing another's original words, ideas, materials, or other creative output as one's own and not giving proper credit to the author or source.
 - Self-Plagiarism: Using one's own words, ideas, expressions, productions, or other creative output from prior work without proper citation to the previous work and appropriate permission from the instructor

DUE DATES AND DEADLINES:

- Due dates and deadlines are just that. They have been set for this course and are expected to be adhered to. Due dates are not negotiable because of technology problems. Students are encouraged to have access to a back-up computer with Internet access.
- **Items received after the assigned due dates will not be accepted.**

- Only under accepted exceptions (based on university guidelines and instructor discretion) will alternative arrangements be made regarding due dates and deadlines. All emergency situations must be conveyed to the instructor in a timely manner.
- Please see attached schedule for due dates.

INCOMPLETE POLICY:

- NAU's policy is that no incomplete grades will be given for courses except in cases of acceptable emergencies. Please make sure that you are aware of the last day to withdraw from the course and make use of that option if you determine you are going to be unable to complete the course.

INSTRUCTOR EXPECTATIONS: WHAT YOU CAN EXPECT FROM ME

- First and foremost, I am here to provide you with the necessary support to be successful in this course. As such, if you have any questions or specific needs, please let me know.
- I will respond as promptly as possible to your e-mails and/or phone calls. Keep in mind that I may "cc" or include the entire class in an e-mail (or posted announcement) if it is something that pertains to the course material. Students usually have similar questions and/or concerns and so I will do this to allow all students the benefit of the originating request.
- In terms of grading, I will remain as vigilant as possible with grading. As I expect you to adhere to due dates and deadlines, I will make every effort to have your work graded and posted as quickly as possible. I will notify the class if there is an unexpected delay in grading.

STUDENT EXPECTATIONS: WHAT I EXPECT FROM YOU

- As students before you have been quite successful in this course, I expect nothing less from you; this will require a strong commitment on your part.
- You are expected to visit and work within the EPS 594 BbLearn Course Shell regularly.
- You must establish a workable pace for this course. You cannot put items off until the last minute and expect to meet deadlines and be successful in this course.
- You must meet the posted deadlines for assignments and exams
- While I will be monitoring your progress throughout the course, please contact me if you have any questions or concerns about this course or your progress in the course.
- You should read (or re-read) this syllabus in its entirety, as you are responsible for its content. You should ask questions as necessary regarding this syllabus and/or the course.
- It is recommended that you print this syllabus and the supplemental schedules and retain my e-mail address and phone number in the event that you are unable to log into the course and/or access the Internet.

COVID-19 REQUIREMENTS AND INFORMATION

Additional information about the University's response to COVID-19 is available from the **Jacks are Back!** web page located at <https://nau.edu/jacks-are-back>.

SYLLABUS POLICY STATEMENTS

ACADEMIC INTEGRITY

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full *Academic Integrity* policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.

COURSE TIME COMMITMENT

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, *Academic Credit*), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to, class time, preparation, homework, and studying. For example, for a 3-credit course a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

DISRUPTIVE BEHAVIOR

Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W". For additional information, see NAU's *Disruptive Behavior in an Instructional Setting* policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

NONDISCRIMINATION AND ANTI-HARASSMENT

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, or veteran status. Due to potentially unethical consequences, certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the *Consensual Romantic and Sexual Relationships* policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's *Nondiscrimination and Anti-Harassment* policy. EAO also assists with religious accommodations. For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-

3312 (TTY: 928-523-1006), fax at 928-523-9977, email at equityandaccess@nau.edu, or visit the EAO website at <https://nau.edu/equity-and-access>.

TITLE IX

Title IX is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a "Title IX Coordinator" to monitor the institution's compliance with this important civil rights law. NAU's Title IX Coordinator is Elyce C. Morris. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3515, by fax at 928-523-0640, or by email at elyce.morris@nau.edu. In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

ACCESSIBILITY

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-6906 (TTY), 928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU's Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at jamie.axelrod@nau.edu.

RESPONSIBLE CONDUCT OF RESEARCH

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

MISCONDUCT IN RESEARCH

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University's Research Integrity Officer, Dr. David Faguy, who can be reached at david.faguy@nau.edu or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

SENSITIVE COURSE MATERIALS

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

Last revised August 1, 2021

Appendix A: Project 1 Instructions

1. Project #1: Roles and Functions of a School Counselor
 - a. You can work with a partner on Project 1
 - b. Students will review the ASCA Model’s School Counselor Competencies (<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>)
 - c. Students will review RAMP program standards. Go to <https://www.schoolcounselor.org/school-counselors-members/asca-national-model>, scroll down and click on the “Learn about Ramp” link. Read about RAMP schools and the RAMP process by exploring all of the links. Current RAMP schools: [https://www.schoolcounselor.org/school-counselors/recognized-asca-model-program-\(ramp\)/current-ramp-schools](https://www.schoolcounselor.org/school-counselors/recognized-asca-model-program-(ramp)/current-ramp-schools)
 - d. Choose a school at any K-12 level that has earned RAMP status **or** is implementing the ASCA National Model (school will have an ASCA notebook and ASCA-related documentation). Please try to find a school in Arizona, if possible, but if not having any luck, you may contact a RAMP school in any state (see RAMP recipients)
 - e. Conduct a Zoom interview with a school counselor. If you can, schedule a meeting with a teacher or administrator at the same school. Discuss the following topics: Do the counselors use the ASCA Model? Do you address state and national (ASCA) standards? How does your school counseling program address diversity issues (e.g., first generation, undocumented students, LGBTQ+ students, housing insecurity)? What are the major roles of the school counselor? What type of technology do they use and evaluation measures? ***You and your partner are focusing on RAMP schools/ASCA aligned schools because these programs tend to have very modern and comprehensive school counseling programs... so we’re aiming high!
 - i. Before you contact these people, be sure to have come up with a short list of open-ended questions you wish to ask as well.
 - f. Write a 3 to 5-page APA-formatted paper, where you and your partner will:
 - i. Summarize the results of interview with School Counselor and reflection
 - ii. Summarize the results of interview with Teacher and/or Administrator and reflection
 - iii. Summarize the roles and functions of school counselor (based on interview) are clearly compared and contrasted with ASCA Model’s School Counselor Competencies
 - iv. Students’ experiences in completing this project

*****Extra credit** (20 points): Shadow the school counselor (or another school counselor) as they provide a guidance lesson or group counseling session in the school. Write one paragraph summarizing the experience. What did you learn? *You will have until the end of the semester to submit the extra credit.*

Rubric for Leadership and Advocacy Discussion (KPI)

Levels/ Criteria	Needs Remediation 0-6	Meets Expectations 15-23	Exceeds Expectations 24-30
Leadership Role as the School Counselor CAEP Unit Level Standard 1	Demonstrates little to no awareness of central concepts of leadership and embracing that role as a school counselor.	Demonstrates thoughtful awareness of central concepts of leadership and embracing the role as a school counselor.	Demonstrates exceptional insight and thorough understanding of central concepts of leadership and embracing the role as a school counselor by delegating, collaborating, and engaging in positive communication with all members of the time in order to ensure the success of all students.
Advocate Role as a School Counselor CAEP Unit Level Standard 4	Demonstrates little to no awareness of central concepts of advocacy and embracing that role as a school counselor.	Demonstrates thoughtful awareness of central concepts of advocacy and embracing the role as a school counselor.	Demonstrates exceptional insight and thorough understanding of central concepts of advocacy and embracing the role as a school counselor by speaks on behalf of others.
Social Change Agents CAEP Unit Level Standard 1	No evidence of openness, understanding and ability to work as a social change agent in the school system.	Evidence of openness, understanding and ability to work as a social change agent. Student summarized how they would examine policies and procedures that impact ALL student.	Strong evidence of openness, understanding and ability to work as a social change agent. Student thoughtfully summarized and provided examples of how they would examine policies and procedures that impact ALL student.

Appendix C: Self-Care Rubric

EPS 594 Self-Care Rubric, **KPI** (on BbLearn)

Levels/ Criteria	Needs Remediation 0-4	Meets Expectations 5-9	Exceeds Expectations 10-12
Research Summary on Self-Care CACREP F- 1-1	Demonstrates little to no awareness and understanding of research on self-care.	Demonstrates basic understanding of research on self-care.	Exceptional evidence of a thoughtful review and summary of research on self-care.
Self-care Plan and Steps CACREP F- 1-1	Demonstrates vague or lack of self-care plan with steps as related to self-care assessment and research.	Demonstrates good self-care plan with steps as related to self-care assessment and research.	Demonstrates exceptional self-care plan with well-defined steps as related to self-care assessment and research.
Executing Steps from the Plan CACREP F- 1-1	Demonstrates vague or lack of self-care steps and monitoring as related to self-care assessment and research.	Demonstrates good self-care plan with steps as related to self-care assessment and research.	Demonstrates exceptional self-care plan with well-defined action steps as related to self-care assessment and research.