

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

<b>Term:</b> Fall 2024	<b>Meeting Time:</b> Mon. 4:30-7:30	<b>Room #:</b> CL 302
<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: 12:30 -2; Tues: 2 – 4	<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>

Kolbert, J. B, Crothers, L.M., & Hughes, T.L. (Eds.). (2023). *Introduction to school counseling* (2<sup>nd</sup> ed.). Routledge.

#### REQUIRED READINGS

American School Counselor Association. (2023). *The school counselor and academic development*. Retrieved from <https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Academic-Development>

American School Counselor Association. (2023). *The school counselor and career development*. Retrieved from [https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS\\_CareerDevelopment.pdf](https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_CareerDevelopment.pdf)

American School Counselor Association. (2023). *The school counselor and social/emotional development*. Retrieved from <https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Social-Emotional-Developm>

Gibson, E.M., Certion, C.B., & Aldridge, L.D. (2022). *ASCA national model*. In M.A. Graham & C. Edwards (Eds.), *Introduction to school counseling* (pp. 57- 72). Springer Publishing Company.

Tennessee Comprehensive School Counseling Model Implementation Guide (2017). Tennessee Department of Education.

Wong, K. (2013, July/August). The leader within. *School Counselor*, 22-28.

Young, A. (2013, July/August). Building level leadership. *School Counselor*, 52, 35-40.

Young, A. (2019, November/December). From doer to leader. *School Counselor*, 57(2), 10-15.

#### SUPPLEMENTAL READINGS

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

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

## **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**

### **CoBHS 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 perspectives as an individual, not as a representative of any group. We strive to provide course curriculum that respects diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the [Office of Institutional Culture](#).

### **DIVISIVE CONCEPTS STATEMENT**

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 theory or viewpoint.

### **STUDENTS WITH DISABILITIES**

The M.S. in Counseling program is committed to the principle of universal learning. This means that our classrooms, virtual spaces, practices, and interactions will be as inclusive as possible. Any student with particular needs including a disability that may affect their academic performance is encouraged to make an

appointment with me to discuss this matter, or you may contact the Student Disability Resource Center: (phone #: 221-6230; email: [sdrc@apsu.edu](mailto:sdrc@apsu.edu); website: <https://www.apsu.edu/disability/>)

## 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>
Heath & 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. (phone: 931-221-6162; email: [counselingservices@apsu.edu](mailto:counselingservices@apsu.edu)).

## 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.

## WRITING QUALITY, ACADEMIC HONESTY, AND PLAGIARISM

It is important that all written work meets the academic standards of graduate students using APA 7th edition formatting. If you feel you need assistance with your writing, contact the Writing Center in Woodward Library for in person or virtual appointments (phone #: 221-6559; email [writinglab@apsu.edu](mailto:writinglab@apsu.edu); schedule an appointment at [apsu.mywconline.com](http://apsu.mywconline.com))

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. 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 and includes, but is not limited to, the following activities:

1. 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. (See the APA 7<sup>th</sup> edition formatting guide for more specific guidance).
2. Having another individual write your assignment and presenting as your own.
3. 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.
4. 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.
5. Use of AI resources such as ChatGPT to complete assignments. Choose to use as a supplement rather than replacement for your work.
6. Use of AI tools to modify content or evade plagiarism detection.
7. Failure to acknowledge use of AI in submitted work. (Please refer to the *Counseling Program Handbook* for more information about ethical and responsible use of AI).

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

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.

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 the "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.

### **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).

## **GRADING TIMELINE**

My target date for grading assignments is within 7 days, but some assignments may take longer.

## **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: <https://sparkmailapp.com/how-to-email-professor-template>.

## **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.

## **STUDENT COMPLAINTS AND APPEALS PROCEDURES**

Please follow the Student Grievance Policy as outlined in the *Counseling Program Handbook*. Additionally, APSU has a variety of policies and procedures for students to file a complaint, appeal, or grievance. Please visit this [webpage](#) for more information.

## **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](#).

### COURSE OBJECTIVES AND REQUIREMENTS

**Knowledge and Skill Outcomes:** The objectives of this course align with the 2024 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
Describe models of school counseling programs	5.H. 3	Readings, discussion, Foundation presentation
Demonstrate skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement	5.H.11	SC Philosophy Paper
Apply a basic understanding of counselor roles in student career development	5.H.2	Readings, discussion, SC Philosophy Paper
Describe school counselor roles as leaders, advocates, and systems change agents in PK-12 schools	5.H.6	Readings, discussion, Leadership Reflection
Explain qualities and styles of effective leadership in schools	5.H.7	Readings, discussion, Leadership webinar

## STUDENT PERFORMANCE EVALUATION CRITERIA & PROCEDURES

*The following assignments are intended to facilitate your involvement in this course and to satisfy the course objectives.*

- A. **ASCA Scavenger Hunt (25 points):** Students will explore the ASCA website to locate important resources, information, and tools that support school counselor development. Required components can be found in D2L. This assignment will be graded based on accuracy. Submissions will be evaluated as: Distinguished (25), Proficient (20), Basic (18), or Unacceptable (15). More resources can be found in the courseroom.
- B. **Leadership Reflection (50 points):** Students will review the Leadership resources located in D2I and complete a reflection based on the experience. Required components can be found in D2L. This assignment will be graded based on thoroughness of reflection. Based on this criterion, assignments will be evaluated as: Distinguished (50), Proficient (40), Basic (35), or Unacceptable (30). More resources can be found in D2L.
- C. **A.I. Assignment (25 points):** Students will explore school counseling-related implications using A.I. technology and complete a reflection based on the experience. Required components can be found in D2L. This assignment will be graded based on thoroughness of reflection. Based on this criterion, assignments will be evaluated as: Distinguished (25), Proficient (20), Basic (18), or Unacceptable (15).
- D. **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.
- E. **School Counseling Philosophy Paper (100 points): *Tevera 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 areas: 1) student supports, 2) consulting & collaborating, 3) leadership & 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 Tevera Key Assessment for this course, this assignment must **also** be submitted to Tevera by the due date. The assignment will not be graded until it is uploaded to Tevera **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 these 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 discussion facilitations 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).

**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.

**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.

Assignment	Points	Percent	Due Date	Week
ASCA Scavenger Hunt	25	5	9/1	1
Leadership Reflection	50	10	9/8	2
A.I. Assignment	25	5	9/22	4
Foundation Presentation	100	20	10/13	7
SC Philosophy Paper	100	20	10/17	8
Discussion Facilitation	50	10	varies	varies
Participation (6)	150	30	weekly	weekly
<b>TOTAL</b>	500	100		

GRADING SCALE
<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. 26	Professional counseling orientation <i>CACREP 5.H.3</i>	Orientation to course <b>READ:</b> Syllabus; Kolbert, et al. - Chs. 1 & 2; Guidance vs. School; TN Comprehensive School Counseling Model Implementation Guide (pg. 1-22) <b>DUE:</b> ASCA Scavenger Hunt
Week 2 Sept. 2	Leadership <i>CACREP 5.H.6; 5.H.7</i> <b>ONLINE</b>	<b>READ:</b> Young articles (2) & Wong article <b>WATCH:</b> Leadership Webinar <b>COMPLETE:</b> Background Check <b>DUE:</b> Leadership Reflection
Week 3 Sept. 9	Social/emotional learning	<b>READ:</b> Kolbert, et al. - Chs. 5, 6 & 7; Brant Rajahn et al.- Ch. 1; ASCA Position Statement: The School Counselor & Social/Emotional Development
Week 4 Sept. 16	Manage and assess	<b>READ:</b> Kolbert, et al. - Ch. 4; Gibson et al.- Ch. 4 <b>DUE:</b> A.I. Assignment
Week 5 Sept. 23	Specialized supports	<b>READ:</b> Kolbert, et al. - Chs. 11 & 13; Brant Rajahn et al.- Ch. 6
Week 6 Sept. 30	Collaboration	<b>READ:</b> Kolbert, et al. - Chs. 3 & 8; Brant Rajahn et al.- Ch. 9
Week 7 Oct. 7	Best practices <i>CACREP 5.H.1; 5.H.2</i>	<b>READ:</b> Kolbert, et al. - Chs. 12 & 14; Brant Rajahn et al.- Ch. 8 <b>DUE:</b> 1) Foundation Presentation & 2) Security Verification Letter
Week 8 Oct. 14	Addressing academic and career needs <i>CACREP 5.H.11</i> <b>ONLINE</b>	<b>READ:</b> Kolbert, et al. - Chs. 9 & 10; ASCA Position Statement: The School Counselor & Academic Development; ASCA Position Statement: The School Counselor & Career Development <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>
<b>Supporting student needs and success</b> <i>CACREP 5.H.11</i>	Thoroughly describes school counselor roles in meeting the academic, career, and social/emotional needs of students. Discusses connections to student success.	Briefly describes school counselor roles in meeting the academic, career, and social/emotional needs of students. Discusses connections to student success.	Missing a component of counselor roles or does not discuss connections to student success.	Missing multiple components and connections to student success.
<b>Consulting &amp; Collaborating Considerations</b>	Thoroughly describes school counselor roles in consultation with families, school personnel, and community agencies. Addresses techniques to foster collaboration.	Briefly describes school counselor roles in consultation with families, school personnel, and community agencies. Mentions techniques to foster collaboration.	Missing a critical partner group.	Missing multiple components.
<b>Leadership Considerations &amp; Culturally-Affirming Practices</b>	Thoroughly describes school counselor roles as leaders, advocates, and systems change agents. Discusses relevant culturally-affirming practices.	Briefly describes school counselor roles as leaders, advocates, and systems change agents. Mentions culturally-affirming practices.	Missing discussion of one area.	Missing multiple components.
<b>Evidence-based Decision Making</b>	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.	Missing discussion of one area.	Missing multiple components.
<b>Paper Format</b>	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