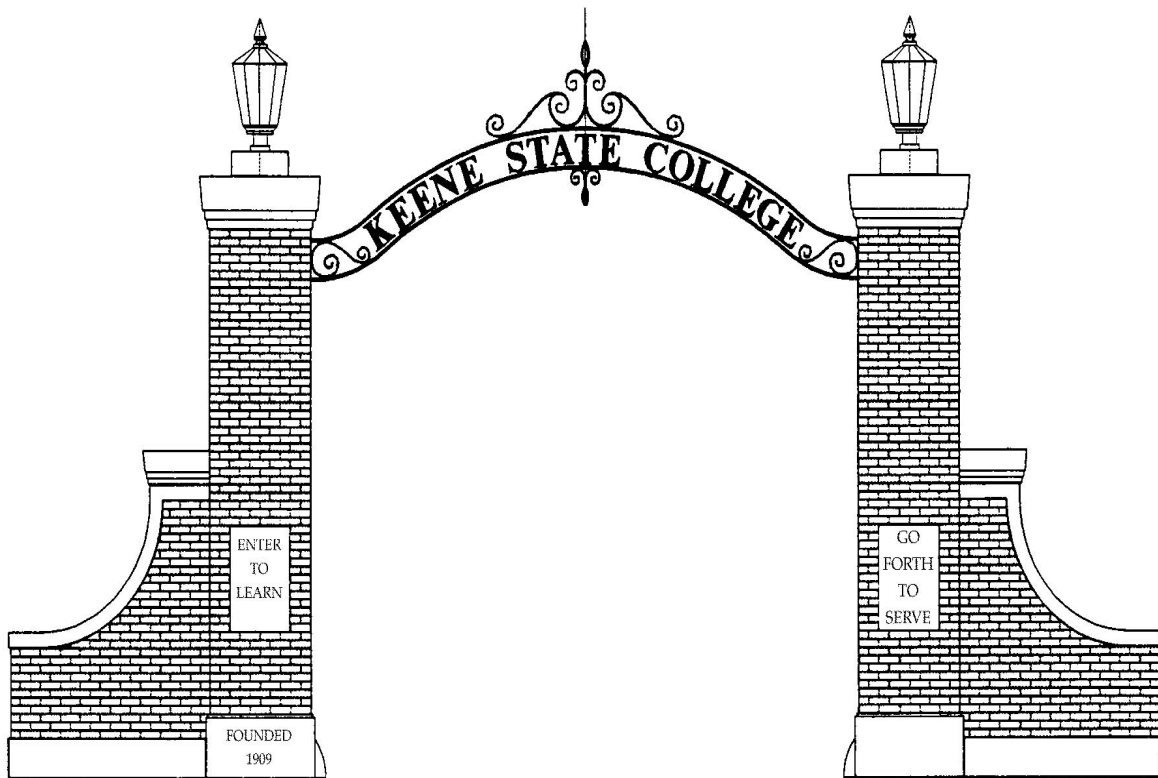


Keene State College

School Counselor Competency Report

Prepared for the NHCTE
Accreditation Team

On-site Visit: March 6-9, 2005



KEENE STATE COLLEGE School Counselor Program

The Keene State College School Counselor Program is designed to encourage the development of school counselors who are actively involved in school transformation and, as stated in the American School Counselor Association National Standards, see themselves as “catalysts for educational change...accept (ing) a leadership role in educational reform” (Campbell and Dahir, 1997, p.3). The program prepares future school counselors to work as advocates for their students and to create developmental school counseling programs that are comprehensive in nature and focused on equity and success for all students. The program promotes an understanding of the roles and responsibilities of the school counselor in the 21st century and the enhancement and development of relevant school counseling skills and strategies.

Developmental, ecological/systemic and multicultural perspectives provide the theoretical frameworks. The program is based on the American School Counselor Association (ASCA) National Standards (Campbell and Dahir, 1997), the ASCA National Model: A Framework for School Counseling Programs (American School Counselor Association, 2003), the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards (CACREP, 2001), and the New Hampshire State Standards for school counselors which, together, provide the framework for the program.

The program’s developmental perspective focuses on the needs, tasks, and challenges of children and adolescents as they grow and of the school counselor throughout her or his career. Therefore we also emphasize the evolution of self-awareness and the skills required to be a lifelong reflective practitioner. In order to foster this awareness and these skills the program is designed to create the conditions for self-reflection and awareness within the context of the role of school counselor.

An ecological/systemic perspective prepares counselors to work effectively with the systems that form the context of students’ lives. These systems include the peer group, school, family, and community. An ecological perspective considers the impact of community, national, and global events on students and the spectrum of effective school counselors’ responses to these events.

A multicultural perspective is woven throughout the program; we are committed to preparing counselors who can work sensitively and effectively with diverse populations, including the range of cultural, ethnic, gender related, class, and racial diversity that exists in schools and in society. This emphasis includes attention to the range of learning differences and styles of the student population.

The ASCA national standards are “the essential elements of a quality and effective school counseling program. The standards address program content, and the knowledge, attitudes, and skill competencies that all students ...develop as a result of participating in a school counseling program...The content of school counseling programs focuses on three widely accepted and interrelated areas: academic development, career development and personal/social development (Campbell and Dahir, 1997, p. 3-5).

The ASCA National Model: A Framework for School Counseling Programs (American School Counselor Association, 2003) focuses on “a comprehensive approach to four elements: program foundation; delivery; management and accountability...(ASCA p.10) According to the ASCA national model, the foundation is based on the beliefs and philosophy of the individual school, its mission statement, and the ASCA national standards. The delivery system includes the school guidance curriculum, planning for individual students, responsive services and system support. The management system includes organizing advisory councils, gathering and using data to make decisions and plan programs and interventions and the use of action plans and other organizational tools to document and assess the program and how it is making a difference for all students. “School counselors must be proficient in retrieving school data, analyzing it to improve student success and using it to ensure educational equity for all students” (ASCA p.10). A commitment to advocacy, leadership, collaboration and systemic change provides the overall framing of this approach

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP 2001) focuses on the development and enhancement of high quality standards for graduate programs in counseling. The CACREP standards are the national standard for designing and assessing graduate programs in counseling therefore these are the standards we used in conjunction with the New Hampshire state standards to design and assess the Keene State program.

In order to work effectively with students, faculty and staff, families and community stakeholders, school counselors need to have effective skills in communication, individual counseling, small group guidance and counseling, and classroom guidance. Leadership in facilitating communication and team building among faculty and staff members and with families and students are critical components of the school counselor’s role. Effective leadership requires interpersonal and consultation skills and the ability to mediate and resolve conflicts. Skills in behavior management, crisis intervention, and referral and provision of services are crucial, as is an understanding of how to work with learning differences and emotional and health-related problems.

School counselors need to be well grounded in current ethical and legal standards. Ethical practice must be infused in and guide all of their work. Awareness of the guidelines of professional organizations is of the utmost importance. Legal and ethical considerations include understanding the parameters surrounding confidentiality; knowing one’s own biases and limits, when it is necessary to consult with colleagues, and when to refer students to another individual or agency. An ethical school counselor actively seeks to continuously learn more about this ever-growing field and is careful to seek appropriate peer review and clinical supervision throughout his or her career.

The School Counselor Option is field-based; each course requires students to apply course content to a school or counseling context. The program is also sequential in design, with each course cluster providing a base for subsequent courses. Two semester-long School Counseling Internships (elementary and secondary) include a weekly seminar and require students to demonstrate mastery level counseling in a school setting. Program flexibility and

individualization occur within the courses as students design and try out interventions based on interpretations of theory and research into identified best practices.

Admissions Criteria

Successful candidates for admission to the School Counselor Program must meet the criteria for admission to the Graduate Program and have a personal interview with a Keene State College School Counselor faculty member. There are also a number of ways the program continues to assess the readiness of the student to take on the challenges of becoming a certified school counselor. The Orientation class, held at the onset of the program, offers faculty an opportunity to do an initial assessment of the student's strengths and challenges. The Continuing Matriculation Review allows the student to assess, in consultation with faculty, her or his progress toward the development of requisite personal and professional skills and dispositions. The full-year internship includes the critical assessment perspective of a professional school counselor in a supervisory role who reviews the student's work in the field.

PROGRAM OBJECTIVES AND LEARNING OUTCOMES

PROGRAM OBJECTIVES

The objective of the Keene State College Graduate Program in School Counseling is to prepare professional school counselors to work effectively with students, faculty, administrators and staff, families, outside service providers and the wider community. We are committed to preparing school counselors who:

- are committed to lifelong learning which includes consistent examination of their own values, attitudes, and beliefs;
- are change agents and leaders of educational reform both in their schools and the profession;
- can collaborate with other professionals;
- are committed to equity thus advocate for *all* students;
- assist *all* students to achieve academic success which includes relevant career and/or postsecondary plans;
- support *all* students in making healthy decisions in their personal lives;

In order to function and lead effectively, school counselors need to be adequately prepared with the knowledge, skills, competencies, and ethical grounding necessary to succeed in this demanding profession.

LEARNING OUTCOMES

The Keene State College Graduate Program in School Counseling seeks to develop student excellence through a combination of academic preparation and supervised practical experience in the following areas:

Knowledge

Students will demonstrate knowledge of current research based theories, models and best practices of effective individual and group counseling, consultation and collaboration in the schools.

Students will demonstrate an understanding of:

- developmental stages of children and families including career and academic development;
- the full spectrum from typical to atypical development;
- systems theories and related interventions as they apply to the student in relation to school, family and community system;
- various roles of the school counselor: consultant, educator, counselor, and resource and referral coordinator;
- administration of school counseling programs including the use of school based data and the design, implementation and evaluation of comprehensive, developmental school counseling programs;
- basic concepts and methods of research needed to design effective school counseling programs;
- basic concepts of standardized and non standardized testing and other forms of assessment as they relate to the academic, social and career development of all students; and
- ethical and legal issues related to schools and school counselors, including confidentiality, ethical decision making, and the impact of culture, gender, ethnicity, class, affectional orientation, and race on students, teachers, faculty, staff and families.

Skill Competencies:

Students will be able to demonstrate skills in the following areas, as demonstrated by classroom and internship performance and continuing matriculation review:

- Individual and group counseling from a multicultural perspective;
- Strategies for enhancing the potential for success of all students;
- Career planning and development;
- Communicating effectively with and supporting families;
- Classroom guidance and management;
- Consultation with students, faculty, staff, and families;
- Identification of needs for and implementation of preventive and responsive programming including conflict resolution and peer education programs;
- Responding appropriately and effectively to individual, school-wide, community, and global crises that affect students; and
- Planning and conducting in-service training for staff and facilitating education for families, students, faculty, and staff.

Ethical Awareness and Professional Practices:

Students will demonstrate:

- self knowledge and awareness including an understanding of one's biases and cultural constructs;
- awareness of the school counselor's role in the realms of advocacy and social justice;
- the ability to self-evaluate including demonstrating knowledge of one's professional limits and when to refer students to other professionals;
- the ability to define and implement ongoing plans for personal and professional growth, including active participation in professional organizations;
- an understanding of the legal and ethical implications of mandated reporting and confidentiality;
- an understanding of the implications of current state and federal laws, rules, policies and standards for school counselors, including the state of New Hampshire and the American School Counseling Association standards; and
- the ability to practice ethical and legal understanding related to schools and school counselors.

School Counselor Program Requirements

INTRODUCTION TO GRADUATE STUDIES

(5 credits)

- ESEC 601 Research Strategies in Education

Strategies for identifying, developing, analyzing, and evaluating educational interventions. Emphasis on accessing and evaluating resources for intervention ideas. Introduction to statistical concepts related to assessment, professional ethics.

- ESEC 602 Students, Families, Schools, and Society

Cross-disciplinary course emphasizing current issues in public education and professional roles in schools. Team building and collaboration methods emphasized together with social responsibility and ethics.

SCHOOL COUNSELOR OPTION

(28 credits)

- ESECSC 610 Program Orientation/Portfolio Development

Focus of course is to orient students to School Counseling program and profession of School Counseling, to create a strong cohort group, and to begin assessment of student strengths and challenges.

ESECSC 622 School Counseling: Roles, Responsibilities, and Interventions

Examines role of the school counselor in relation to philosophy and curriculum of school. Emphasis on defining professional responsibilities and relationships among counselor, teacher, administrator, student, and family in delivery of school counseling services.

- ESECSC 626 Professional Seminar for School Counseling

This course integrates a focus on personal and professional issues in an environment of continuous feedback and self-reflection. Content areas focus on critical issues in school counseling.

- ESECSC 631 Assessment and Evaluation for School Counselors

Focus on theory and practice of assessment for school counselors. Includes formal and informal assessment approaches, as well as how these approaches will inform effective interventions. Emphasis is on developing the necessary skills for collaboration in a team setting with families and professionals.

- ESECSC 641 Career Development

Explores career development theories. Examines and evaluates career materials as they relate to school philosophy and curriculum.

- ESECSC 651 Methods and Skills of Counseling

Emphasizes the practice of ethical counseling skills integrating developmental, multicultural and ecological perspectives. Includes role-playing, videotaping, and analysis/evaluation by self, peers, and instructor.

- ESECSC 652 Group Counseling in Schools

Introduces skills, knowledge base, and practice of group counseling in schools. Focuses on ethical issues, developmental perspectives, working with diverse populations; current research. Includes experiential components including co-facilitation of a group in a school.

- ESECSC 662 School Counseling: Theoretical Foundations

An exploration of major theoretical approaches to school counseling. Emphasis is on the formulation of perspectives on emotional growth and development, as well as the helping relationship. Includes case studies that illustrate strategies for intervention from an ecological perspective.

- ESECSC 696 Internship: Elementary

Weekly seminar in conjunction with supervised practice in required, semester long, minimum 250-hour elementary/middle school counseling internship.

- ESECSC 697 Internship: Secondary

Weekly seminar in conjunction with supervised practice in required, semester long, minimum 250-hour middle/high school counseling internship.

ELECTIVES

(3 credits)

- Graduate-level courses to be determined in consultation with faculty advisor

CAPSTONE EXPERIENCE

(3 credits)

- ESEC 699 Capstone

Development of a comprehensive case study and intervention of a student, classroom, or school in collaboration with students in each of the graduate education specialty areas.

Pre-requisite (to be completed prior to internship): A minimum of at least one course in child/adolescent development

TOTAL: 39 CREDITS

Proposed Courses to be implemented in Fall 2006:

- Child and adolescent development will be the emphasis. Developmental Guidance at all three levels: elementary/middle/high school will be integrated into the course. (three credits)
- Emotional/Behavioral Issues and Adaptations for the School Counselor: (three credits)
- Working with Diverse Populations
Multicultural counseling
Students with disabilities: (two credits)
- School law: (one credit)
(Ethics woven throughout the program)

Please note: The requirements for the Internship Class, as of fall 2005, will be changed. Students will be required to document 300 hours per semester for a total of 600 hours of supervised practice in a school setting as a school counseling intern.

STANDARD Ed. 614.03
School Guidance Counselor
(Draft Standards)

The professional preparation program for school guidance counselor shall provide the candidate with the skills, competencies, and knowledge gained through a combination of academic and supervised practical experience in the following areas:

STANDARD	COURSES	ARTIFACT DESCRIPTION At the level determined by the institution to be ideal
STANDARD 1: In the area of counseling and guidance, issues that may affect the development and functioning of students, including: a. Interviewing and counseling skills, including establishing appropriate counseling goals and maintaining appropriate boundaries;	ESECSC 651—Methods and Skills of Counseling ESECSC 662—Theoretical Foundations	Artifact(s): Transcript and analysis. These artifacts relate to the standard because the transcript and analysis of the session demonstrates interviewing and counseling skills. Artifact(s): Case conceptualization paper. This artifact relates to the standard because it provides an opportunity for the student to demonstrate an understanding of appropriate goals and boundaries.
b. Skills to develop a counseling relationship, design intervention strategies, evaluate counselee outcomes, and successfully terminate the counseling relationship;	ESECSC 651—Methods and Skills of Counseling ESECSC 662—Theoretical Foundations	Artifact(s): Transcript and analysis. This artifact relates to the standard because the transcription of the session demonstrates rapport building. Artifact(s): Case Conceptualization Presentation. This artifact relates to the standard because students design intervention strategies and evaluate counseling outcomes.

	ESECSC 696 and 697— Internship Seminar	Artifact(s): Challenge Paper and Professional Accomplishment Paper. These artifacts relate to the standard because they demonstrate that students are able to design counseling interventions, evaluate them effectively, and terminate counseling relationships successfully.
c. Individual and group counseling skills and classroom guidance approaches designed to promote school success and academic, career, individual, and social development for grades K-12;	ESECSC 652—Group Counseling in the Schools	Artifact(s): Literature Review and Curriculum Project. These artifacts relate to the standard because they demonstrate the use of group counseling skills and techniques to promote school success and academic, career, individual, and social development for grades K-12.
d. Theories and models of counseling that are consistent with current professional research and practice in the field;	ESECSC 662—Theoretical Foundations	Artifact(s): Theoretical Perspectives Paper. This artifact relates to the standard because students are familiarized with current research-based best practices for school counselors.
	ESECSC 652—Group Counseling in the Schools	Artifact(s): Literature Review and Curriculum Project. These artifacts relate to the standard because students develop group curricula based on current research and best practices in the field.
e. Approaches used for various types of group work, including: task groups, psychoeducational groups, support groups, and counseling groups;	ESECSC 652—Group Counseling in the Schools	Artifact(s): Literature Review and Group Curriculum. These artifacts relate to the standard because students research and develop curricula for psychoeducational, support and counseling groups.
f. Understanding of the particular confidentiality issues affecting group and classroom guidance work in the school setting;	ESECSC 652, 631, 626, and 696/697—Group, Assessment, Professional Seminar, and Internship	Artifact(s): Syllabi for Group, Assessment, Professional Seminar, and Internship. These artifacts relate to the standard because they demonstrate the importance of the practice of confidentiality as emphasized throughout the

	ESECSC 652—Group Counseling in the Schools	program. Artifact(s): Group Curriculum. This artifact relates to the standard because it demonstrates that students understand the necessity and complexity of confidentiality issues in group counseling.
g. Various age-level characteristics that impact and are impacted by the counseling process, including techniques for pre-kindergarten, elementary, middle and junior high school, and high school age students;	ESECSC 652—Group Counseling in the Schools ESECSC 696 and 697—Internship Seminar	Artifact(s): Literature Review and Group Curriculum. These artifacts relate to the standard because they demonstrate an understanding of developmentally appropriate group counseling techniques. Artifact(s): Challenge Paper and Professional Accomplishment Paper. These artifacts relate to the standard because students consider developmental characteristics when planning and implementing counseling interventions.
h. Self-awareness of the counselor in regard to counselor characteristics and behaviors, such as age, gender, ethnic differences, and verbal and nonverbal behaviors and skills, that influence the counseling process;	ESECSC 610—Program Orientation and Portfolio Assessment ESECSC 626—Professional Seminar ESECSC 651—Methods and Skills of Counseling ESECSC 651—Group Counseling in the Schools	Artifact(s): Portfolio Papers Artifact(s): Reflection Papers Artifact(s): Weekly Reflection papers and transcript and analysis Artifact(s): Reflection papers All of the above artifacts relate to the standard because they demonstrate self-awareness regarding counselor characteristics and behaviors, including awareness of personal triggers,

		diversity issues such as age, gender, ethnic differences and both verbal and non-verbal behavior.
i. Approaches to peer facilitation, including: peer helper, peer tutor, and peer mediation programs;	ESECSC 652—Group Counseling in the Schools ESECSC 652—Group Counseling in the Schools	Artifact(s): Lit Review and Group Curriculum. These artifacts relate to the standard because they demonstrate a group approach to mediating and resolving conflicts. Artifact(s): Research and curriculum materials written by faculty that are used in class to teach conflict resolution and peer mediation. These artifacts relate to the standard because they demonstrate the approaches faculty use to teach conflict resolution and peer mediation.
j. Developmental approaches to assist all students and parents at points of educational transition, including, but not limited to: home to elementary school, elementary to middle school or junior high school, middle school or junior high school to high school, and high school to postsecondary education or a career option;	ESECSC 696 and 697—Internship Seminar Proposed new course	Artifact(s): Internship Portfolio. This artifact relates to the standard because students work with and write about counselees in various points of educational transition. Artifact(s): Child and Adolescent Development/Developmental Guidance. This artifact relates to the standard because the new course will focus on developmental transitional points.
k. Constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, personal, and social success;	ESECSC 696 and 697-Internship Seminar	Artifact(s): Consultation and Collaboration section of School Counselor Portfolio. This artifact relates to the standard because students are asked to document consultation and collaboration with community partners that is designed to enhance student success.

1. Systems theories and related interventions;	ESECSC 662—Theoretical Foundations	Artifact(s): Theoretical Perspectives paper. This artifact relates to the standard because students demonstrate their knowledge of systems theories and its application in a school setting
m. Understanding of relationships among and between community systems, family systems, and school systems, and how they interact to influence children and families; and	ESEC 602—Students, Families, Schools and Society	Artifact(s): Collaborative Interactive Project. This artifact relates to the standard because students are required to develop an interactive session for the class on a focus related to students, families and schools. Students also participate in an institute day devoted to these sessions.
n. Approaches for recognizing and assisting children and adolescents who may use alcohol or other drugs or who may be affected by someone who does.	ESECSC 626—Professional Seminar Proposed new course	Artifact(s): Professional Seminar Syllabus. This artifact relates to the standard because students are exposed to a professional, school-based addictions counselor. Artifact (s): Emotional/Behavioral Issues and Adaptations for the School Counselor (proposed new course) This artifact relates to the standard because the new course will include approaches for recognizing and assisting children and adolescents who may use alcohol or other drugs or who may be affected by someone who does.
STANDARD 2: In the area of human growth and development, including: a. Knowledge of individual and family development and transitions across an individual's life span;	Program pre-requisite	Artifact(s): Program planning sheet. This artifact relates to the standard because it demonstrates that students are required to have a child/adolescent development course as a prerequisite.

	Proposed new course	Artifact(s): Child and Adolescent Development/Developmental Guidance. (proposed new course) This artifact relates to the standard because the new course will include a focus on of individual and family development and transitions across an individual's life span.
b. Knowledge of learning and personality development;	Program pre-requisite	Artifact(s): Program planning sheet. This artifact relates to the standard because it demonstrates that students are required to have a child/adolescent development course as a prerequisite.
	Proposed new course	Artifact(s): Child and Adolescent Development/Developmental Guidance (proposed new course) This artifact relates to the standard because the new course will include a focus of learning and personality development.
c. Understanding of human behavior, including: developmental crises, disability, exceptional behavior, addictive behavior, psychopathology and its diagnosis and treatment, and situational and environmental factors that affect both normal and abnormal behavior;	ESECSC 631—Assessment and Evaluation in the Schools	Artifact(s): Observation presentation and paper. These artifacts relate to the standard because the purpose of this project is to help students to develop the ability to discern the difference between typical and atypical behavior.
	Proposed new course	Artifact(s): Working with Diverse Populations (proposed new course) This artifact relates to the standard because the new course will include a focus understanding human behavior, including disability and
	Proposed new course	

		exceptional behavior. Artifact(s): Emotional/Behavioral Issues and Adaptations for the School Counselor (proposed new course) This artifact relates to the standard because the new course will include a focus on developmental crisis, addictive behavior, psychopathology and its diagnosis and treatment, and situational and environmental factors that affect both normal and abnormal behavior.
d. Strategies for facilitating the optimum academic, career, and individual/social development of individuals at all developmental levels.	ESECSC 652—Group Counseling in the Schools ESEC 602—Students, Families, Schools and Society	Artifact(s): Literature Review and Group Curriculum. These artifacts relate to the standard because the project focuses on group counseling strategies for facilitating the optimum academic, career, and individual/social development of individuals at various developmental levels. Artifact(s): Collaborative Interactive Project. This artifact relates to the standard because the focus of these projects typically crosses developmental age ranges. Students are challenged to consider how schools might better respect children and adolescents within the family context.
STANDARD 3: In the area of career and educational development, including: a. K-12 career development program planning, organization, implementation, and administration, including: career	ESECSC 641—Career Counseling	Artifact(s): Student Presentations. This artifact relates to the standard because students research, develop and implement career-based programs based on current resources and research.

awareness strategies designed to meet the developmental needs of K-12 students;		Artifact(s): Career Portfolio. This artifact relates to the standard because students put together a portfolio including NH K-12 Curriculum Development Frameworks ASCA National Standards for Career Development and other coursework and materials which demonstrates their awareness of K-12 career development program planning, organization, implementation, and administration, including: career awareness strategies designed to meet the developmental needs of K-12 students.
b. Career development theories and decision-making models, including state career development standards and evaluation methods for the effectiveness of program components and delivery;	ESECSC 641—Career Counseling	Artifact(s): Career Portfolio. This artifact relates to the standard because students put together a portfolio including NH K-12 Curriculum Development Frameworks ASCA National Standards for Career Development and other coursework and materials which demonstrates their awareness of career development theories and decision-making models, including state career development standards and evaluation methods for the effectiveness of program components and delivery. Artifact(s): Self Reflection Paper. This artifact relates to the standard because career development theories and decision making theories serve as a basis for the course, students are asked on an ongoing basis to evaluate

		programs and resources and are asked to reflect on what they are learning.
c. Individual and group career and educational planning;	ESECSC 641—Career Counseling	Artifact(s): Assessment Projects and In-Class Experience and Activities. These artifacts relate to the standard because students learn techniques for working individually with students using a variety of resources including assessment tools. The above provide direct information and hands-on experience with individual and group career and educational planning.
d. Career and college counseling processes, techniques, and resources, including those applicable to specific populations;	ESECSC 641—Career Counseling	Artifact(s): Syllabus. This artifact relates to the standard by noting presentations by Jobs for NH Graduates, Vocational Rehabilitation, Changes and Choices, the Center for College Planning, and Transition Planning. Artifact(s): Transcript review. This artifact relates to the standard because students review transcripts, GPAs, class ranks, and SAT scores give a brief profile of the student and come up with resources to help guide the student through the career and college counseling process.
e. Assessment instruments and techniques that are relevant to career and college planning and decision-making, including technology-based applications, strategies, and resources; and	ESECSC 641—Career Counseling	Artifact(s): Assessment Tools Project and Website Packet. These artifacts relate to the standard because students are given information related to assessment instruments and techniques that can be used in a variety of settings at various developmental levels relevant to career and college planning and decision-making, and provided written feedback on their learning.

f. Interrelationships among and between work, family, and other life roles and factors, including the role of diversity and equity in career development.	ESECSC 641—Career Counseling	Artifact(s): Syllabus. This artifact relates to the standard by noting presentations on equity in the workforce and ways in which to bring the school, families, and communities together so that students are more prepared and school counselors can better meet the needs of students.
STANDARD 4: In the area of consultation and collaboration, including: a. A general framework for understanding and practicing consultation, as it is appropriate to the school counselor in an educational setting; prospective school counselors will develop a personal model of consultation;	ESECSC 696 and 697— Internship Seminar	Artifact(s): Internship Portfolio. This artifact relates to the standard because it demonstrates that students have developed a personal model of consultation appropriate for a school counselor.
b. Strategies to promote, develop, and enhance effective teamwork within the school and larger community;	ESEC 602—Students, Families, Schools and Society ESECSC 631—Assessment and Evaluation in the Schools	Artifact(s): Collaborative Interactive Project. This artifact relates to the standard because students focus on the collaborative potential of the professional roles of teacher, school counselor and school leader. Artifact(s): Observation Case Presentation and Paper. These artifacts relate to the standard because they demonstrate that students have developed personal strategies of collaboration and effective teamwork appropriate to a school counselor. Artifact(s): Internship Portfolio. This artifact relates to the standard because it demonstrates

		that students have developed personal strategies of collaboration and effective teamwork appropriate to a school counselor.
c. Knowledge of crisis prevention and intervention strategies;	ESECSC 626—Professional Seminar ESECSC 651—Methods and Skills of Counseling ESECSC 631—Assessment and Evaluation in the Schools ESECSC 696 and 697—Internship	Artifact(s): Syllabus. This artifact relates to the standard because it demonstrates that students have the opportunity in class to learn from practitioners in crisis intervention and prevention including substance abuse, domestic violence, suicide prevention, assessment and intervention. Artifact(s): Syllabus. This artifact relates to the standard because it demonstrates that students have the opportunity in class to learn from practitioners in the field of child abuse prevention and intervention. Artifact(s): In-service presentation and packet. These artifacts relate to the standard because they demonstrate knowledge and practical strategies related to crisis management and prevention Artifact(s): Internship Portfolio. This artifact relates to the standard because it demonstrates students' knowledge of theories, models, and processes of consultation and change involving teachers, administrators, other school personnel, parents, community groups, agencies, and students. Artifact(s): Collaborative Interactive Project. This artifact relates to the standard because it focuses student attention on ways to develop and
d. Knowledge of theories, models, and processes of consultation and change involving teachers, administrators, other school personnel, parents, community groups, agencies, and students;		
e. Strategies and methods of working with parents, guardians, families, and communities to empower them to act on	ESEC 602—Students, Families, Schools and Society	

behalf of their children; and f. Knowledge and skill in conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs.	ESECSC 622—Roles and Responsibilities	support mutual support between families and schools on behalf of students. Artifact(s): Mission statement. This artifact relates to the standard because by writing a mission statement, students demonstrate that they have knowledge and skills related to conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs. Artifact(s): Action Plans. This artifact relates to the standard because it shows that students can demonstrate the skill of designing action plans that guide programming based on data and needs assessments that enhance students' academic, social, emotional, career, and other developmental needs Artifact(s): Crosswalk Charts This artifact relates to the standard because it shows that students can take a curriculum and show how the curriculum meets national standards related to enhancing students' academic, social, emotional, career, and other developmental needs. Artifact(s): Curriculum Project: This artifact shows that students have the knowledge and skills to design programs to enhance students' academic, social, emotional, career, and other developmental needs based on needs assessments, and data, to use a scope and sequence and then to
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	ESECSC 699 Capstone Seminar	evaluate a curriculum. Artifact(s): Capstone Project: This artifact relates to the standard because it shows that students are developing knowledge and skills in conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs
STANDARD 5: In the area of social and cultural diversity, including: a. Knowledge of characteristics and concerns when working with or within diverse groups, including K-12 strategies; strategies for working with family, group, and individual components; and strategies for working with diverse populations and ethnic groups;	ESECSC 651—Methods and Skills of Counseling ESECSC 651—Methods and Skills of Counseling ESECSC 652-- Group Counseling in the Schools	Artifact(s): Reflection Papers. This artifact relates to the standards because it demonstrates students' knowledge of characteristics, concerns, and strategies when working with diverse populations and students' reflections on readings, class discussions, presentations, and guest speakers related to considerations and strategies when working with diverse individuals, families, and groups. Artifact(s): Posters for events such as <i>Diverse Voices from the Field</i>, <i>Race in the 21st Century</i>, <i>Black History Month</i> (see posters in workbook) and syllabi indicating required attendance and reflection on/ processing of events. These artifacts relate to the standard because these programs brings speakers with a diverse perspective to campus who focus on historical perspectives, and issues related to race, class, culture, ethnic group and religion as well as strategies for working effectively with diverse populations. These events are part of the School

		Counseling program; school counseling students are required or strongly encouraged to attend, depending on the event. School Counseling Faculty are involved in the organizing of these events; one of the core faculty members is Faculty Co-Chair of the Diversity Commission on campus and is a founding and continuing member of the Diverse Voices from the Field Committee. Artifact(s): Working with Diverse Populations (proposed new course) This artifact relates to the standard because the new course will include a focus on knowledge of characteristics and concerns when working with or within diverse groups, including K-12 strategies; strategies for working with family, group, and individual components; and strategies for working with diverse populations and ethnic groups.
	Proposed new course	
b. Knowledge of school counselors' roles in the realms of social justice, advocacy, and conflict resolution;	ESECSC 622, 651, 652, 662, and 626—Roles, Methods, Group, Theoretical Foundations, and Professional Seminar ESEC 602—Students, Families, Schools and Society	Artifact(s): Syllabi for Roles, Methods, Group, Theoretical Foundations, and Professional Seminar. These artifacts relate to the standard because social justice and advocacy, key components of the changing role of the school counselor, are infused throughout the program. Artifact(s): Collaborative Interactive Project. This artifact relates to the standard because students are challenged to understand professional roles in relation to advocating for

	ESECSC 652—Group Counseling in the Schools	and supporting <i>all</i> students.
	ESECSC 651—Methods and Skills of Counseling	Artifact(s): Group Literature Review and Curriculum. This artifact relates to the standard because it demonstrates students’ knowledge of school counselors’ roles in the realms of social justice, advocacy and conflict resolution. Artifact(s): Course Syllabus and posters displayed in classroom. This artifact relates to the standard because it demonstrates how students are required to participate in campus diversity events such as <i>World Affairs Symposium: Race in the 21 Century</i>, <i>Diverse Voices from the Field</i>, and <i>Black History Month</i> events (See Standard 5 a.) which seek to increase students’ cultural self awareness and understanding of bias, prejudice, oppression, discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body. Artifact(s): Student reflection papers. These artifacts relate to the standard because they demonstrate how students are working to understand their cultural constructs and other culturally supported behaviors and to understand the nature of biases, prejudices, processes of intentional and unintentional oppression, discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body.
c. Cultural self-awareness and understanding of the nature of biases, prejudices, processes of intentional and unintentional oppression, discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body; and	ESECSC 651—Methods and Skills of Counseling ESECSC 652—Group Counseling in the Schools	

	ESECSC 651—Methods and Skills of Counseling	Artifact(s): Cultural Groundings. This artifact relates to the standards because it provides an example of how school counseling students are brought together with students in the World Educational Links program to explore issues related to cultural self-awareness and understanding of the nature of biases, prejudices, processes of intentional and unintentional oppression, discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body.
d. Theories of multicultural counseling, theories of identity development, and multicultural competencies.	Proposed new course	Artifact(s): Working with Diverse Populations. (proposed new course) This artifact relates to the standard because the new course will include a focus on theories of multicultural counseling, theories of identity development, and multicultural competencies Note: these themes are introduced in ESECSC 651, but more depth is needed.
STANDARD 6: In the area of professional school counseling, including: a. History and foundations of the school counseling profession, including: professional roles and functions; relationships with other human service providers; and advocacy processes designed to facilitate access, equity, and success for students and families;	ESECSC 696 and 697— Internship Seminar	Artifact(s): Internship Portfolio. This artifact relates to the standard because it demonstrates that students understand the foundational importance of advocacy and collaboration for access, equity, and success for all students

b. Knowledge of current state and federal laws, rules, policies, and standards relating to school guidance counseling and current national ethical guidelines for school guidance counseling, as they apply to the implementation of comprehensive school guidance and counseling services and programs within a school setting, including:	ESECSC 651-- Methods and Skills of Counseling ESECSC 626—Professional Seminar Proposed new course	Artifact(s): Course syllabi These artifacts relate to the standard because knowledge of current state and federal laws, rules, policies, and standards relating to school guidance counseling and current national ethical guidelines for school guidance counseling, as they apply to the implementation of comprehensive school guidance and counseling services and programs within a school setting are integrated into the courses listed here. Artifact(s): School Law (proposed new course) This artifact relates to the standard because knowledge of current state and federal laws, rules, policies, and standards relating to school guidance counseling and current national ethical guidelines for school guidance counseling, as they apply to the implementation of comprehensive school guidance and counseling services and programs within a school setting will be key components of this course.
1. Professional credentialing and standards;	ESECSC 610--Program Orientation and Portfolio Assessment ESECSC 626—Professional Seminar	Artifact(s): Portfolio Paper. This artifact relates to the standard because students demonstrate their understanding of how professional credentialing and standards apply to their future role as school counselors. Artifact(s): Principles Paper. This artifact relates to the standard because students will demonstrate their understanding of how ASCA standards form a basis for professional practice as

		school counselors.
2. State and local policy processes; and	Proposed new course	Artifact(s): School law (proposed new course). This artifact relates to the standard because it will cover state and local policy processes;
3. Professional organizations;	ESECSC 626—Professional Seminar	Artifact(s): Syllabus. This artifact relates to the standard because students demonstrate their understanding of current professional school counselor standards.
c. Technological competence and computer literacy, including integration of technological strategies and applications within counseling and consultation processes; and	ESECSC 622-- Roles and Responsibilities of the School Counselor	Artifacts(s): Web site Reviews. These artifacts relate to the standard because they demonstrate technological competence and computer literacy and applications within counseling and consulting. Students develop technological competence by learning how to access the numerous resources that can be found on-line for school counselors. These websites are reviewed by students and distributed as resource guides.
d. Confidentiality, including record-keeping.	ESECSC 626—Professional Seminar	Artifact(s): Principles Paper. This artifact relates to the standard because it demonstrates students' understanding of the critical importance of confidentiality and record keeping in the school counselors' role.
	ESECSC 652, 631, 626, 696, and 697—Group, Assessment, Professional Seminar, and Internship	Artifact(s): Syllabi for Group, Assessment, Professional Seminar, and Internship. These artifacts relate to the standard because they demonstrate the importance of the practice of confidentiality as emphasized throughout the program

	Proposed new course	Artifact(s): School law (proposed new course). This artifact relates to the standard because it will cover confidentiality and record-keeping.
STANDARD 7: In the area of school counseling program administration, including: a. Use, management, analysis, and presentation of data from school- based information, including standardized testing, grades, enrollment, attendance, retention and placement, surveys, interviews, focus groups, and needs assessments to improve student outcomes;	ESECSC 622 Roles and Responsibilities of the School Counselor	Artifact(s): MEASURE process. This artifact relates to the standard by showing that students can use school-based data to direct the action planning processes in order to improve student outcomes. Artifact(s): Curriculum Project. This artifact relates to the standard because it shows that students can describe a needs assessment process that leads to designing a program intervention, with an action plan and plan for evaluation. Artifact(s): Action Plans. This artifact relates to the standard because students demonstrate that they can design an action plan based on data from various sources related to dropout prevention.
	ESEC 699—Capstone	Artifact(s): Capstone Project. This artifact relates to the standard because the projects use data from school based information sources to improve student outcomes.
b. Design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs according to state and national models;	ESECSC 622-- Roles and Responsibilities of the School Counselor	Artifact(s): National Model and New Hampshire Manual as texts for the course. This artifact relates to the standard because each student is required to read and use the National ASCA Model during the course as well as the New Hampshire Manual for Comprehensive Guidance.
		Artifact(s): Mission Statements. This artifact

		relates to the standard because it demonstrates that students can design a mission statement for a counseling program consistent with the National Model
c. Integration of the school counseling program into the total school curriculum through collaborative information and skills training to assist K-12 students to maximize their academic, career, individual, and social development;	ESECSC 622-- Roles and Responsibilities of the School Counselor	Artifact(s): Curriculum Project. This artifact relates to the standard because students design curricula that can be integrated into subject areas such as health, social studies, and English programs.
d. Identification of student academic, career, individual, and social competencies; and implementation of processes and activities to assist students in achieving these competencies;	ESECSC 622-- Roles and Responsibilities of the School Counselor	Artifact(s): Crosswalking Tool. This artifact relates to the standard because it demonstrates that students can crosswalk a standard, model curriculum and align it with student competencies from the ASCA National Standards. It also demonstrates that students can take state standards and align them to competencies from the National Standards.
e. Preparation of an action plan and school counseling calendar that reflects appropriate time commitments and priorities in a comprehensive developmental school counseling program; and	ESECSC 622-- Roles and Responsibilities of the School Counselor	Artifact(s): Syllabus, Class #6. This artifact relates to the standard because students read about and discuss using annual calendars as described in the National Model. Examples of Time on Task given by a practicing counselor, as well as discussion related to process data and log keeping support the development of appropriate time commitments and priorities in a comprehensive developmental school counseling program.
f. Knowledge of all state curriculum standards consistent with RSA 193-C:3, III and special skill in implementing these standards and	ESECSC 622-- Roles and Responsibilities of the School Counselor	Artifact(s): Crosswalk with NH State Career Frameworks: This artifact relates to the standard because it shows that students can take the NH

proficiencies through a collaborative school-wide process.		State Career Frameworks and align them with the National ASCA Standards.
STANDARD 8: In the area of research and assessment, including: - Basic concepts and methods of standardized and non-standardized testing and assessment including: - Norm-referenced and criterion-referenced assessment;	ESECSC 631—Assessment and Counseling in the Schools ESEC 601—Research	Artifact(s): Assessment Instrument Review Paper. This artifact relates to the standard because students are required to demonstrate understanding of basic concepts and methods of standardized and non-standardized testing and assessment. Artifact(s): Research Proposal. This artifact relates to the standard because students are required to consider tests as a way to measure dependent variables. The method section of the proposal primary addresses this issue as well as the review of literature where students may examine other studies using a range of data collection tools.
2. Environmental assessment;	ESEC 601—Research	SEE ARTIFACT DESCRIPTION FOR STANDARD “B.a.1”
3. Performance and competency-based assessment;	ESEC 601—Research	SEE ARTIFACT DESCRIPTION FOR STANDARD “B.a.1”
4. Individual and group test and inventory methods;	ESEC 601—Research	SEE ARTIFACT DESCRIPTION FOR STANDARD “B.a.1”
5. Behavioral observations; and	ESEC 601—Research	SEE ARTIFACT DESCRIPTION FOR STANDARD “B.a.1”
6. Computer-managed and computer-assisted methods;	ESEC 601—Research	SEE ARTIFACT DESCRIPTION FOR STANDARD “B.a.1”
b. Knowledge of statistical concepts, including: Reliability and validity;	ESEC 601—Research	SEE ARTIFACT DESCRIPTION FOR STANDARD “B.a.1”
	ESEC 601—Research	Artifact(s): Research Proposal. This artifact relates to the standard because students consider

		reliability and validity issues as they propose the design of their study (method section of the proposal). Students also review validity and reliability of studies when crafting their literature review.
2. Scales of measurement;	ESEC 601—Research	Artifact(s): Research Proposal. This artifact relates to the standard because students are introduced to the concept in class and then are asked to consider scales of measurement if they choose to propose a quantitative study (method section of the proposal).
3. Measures of central tendency;	ESEC 601—Research	Artifact(s): Research Proposal. This artifact relates to the standard because students are introduced to the concept in class and then are asked to consider measures of central tendency if they choose to propose a quantitative study (method section of the proposal).
4. Indices of variability;	ESEC 601—Research	Artifact(s): Research Proposal. This artifact relates to the standard because students are introduced to the concept in class and then are asked to consider variability if they choose to propose a quantitative study (method section of the proposal).
5. Shapes and types of distributions; and	ESEC 601—Research	Artifact(s): Research Proposal. This artifact relates to the standard because students are introduced to the concepts in class and then are asked to consider shapes and types of distributions if they choose to propose a quantitative study (method section of the proposal).
6. Correlations;	ESEC 601—Research	Artifact(s): Research Proposal. This artifact

		relates to the standard because students are introduced to the concept in class and then are asked to consider the correlation design if they choose to propose a quantitative study (method section of the proposal).
c. Strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling, including the impact of age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;	ESECSC 631—Assessment and Evaluation in the Schools	Artifact(s): Assessment Instrument Review Papers. This artifact relates to the standard because it demonstrates student understanding of the criteria and factors involved in selecting, administering, and interpreting assessment instruments.
d. General principles and methods of case conceptualization, assessment, and diagnoses of mental and emotional status; and	ESECSC 662—Theoretical Foundations	Artifact(s): Case Conceptualization Presentation, Case Conceptualization Paper, and Theoretical Perspectives Paper. These artifacts relate to the standard because students demonstrate their understanding and application of basic principles and methods of case conceptualization, assessment and diagnosis of mental and emotional status.
e. Principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications and to improve counseling effectiveness.	ESEC 699—Capstone	Artifact(s): Capstone Project. This artifact relates to the standard because it demonstrates an application of needs assessment, program evaluation, and use of findings to effect program modifications and to improve counseling effectiveness.

(a) A program in school guidance counseling shall be a specialist-level program, consisting of a full-time or full-time equivalent, coordinated sequence of specifically focused study at the graduate level, culminating in a master's degree. The program shall include

at least 42 graduate semester hours or the equivalent, of which at least 36 hours shall be exclusive of credit for the supervised internship experience. The program shall clearly define and measure the outcomes expected of interns, using appropriate professional resources that address the competencies in (a) above.

The Keene State College graduate program in school counseling is a specialist level program, which upon successful completion results in both state certification and a master's degree. Students are engaged in a coordinated sequence of study which is focused exclusively on the preparation of school counselors. As presently constituted, the program consists of 39 credits. Currently, 33 credits are required, exclusive of credit for the supervised internship experience. Our intention, pending Keene State College approval, is to require 48 credits beginning in the 2006-07 academic year. The Internship Handbook clearly defines and measures the outcomes expected of interns.

(b) The school guidance counseling program shall require at least 600 total hours of supervised internship experience, of which at least 300 hours shall be direct service clock hours. The internship experience shall meet the following requirements:

Currently, students are required to complete at least 500 total hours of supervised internship experience. Beginning in 2005-06, 600 hours will be required, of which at least 300 hours will be direct service clock hours.

(1) The internship experience shall occur in a general school setting;

Students are required to have both of their internships (elementary and secondary) in a public school setting.

(2) The internship shall be supervised by a site supervisor who shall have:

- a. At least a master's degree in counseling or a related profession with equivalent qualification, including appropriate certifications or licenses;
- b. A minimum of 2 years of professional experience in the area in which the prospective school guidance counselor is completing clinical instruction;
- c. Knowledge of the training program's expectations, requirements, and evaluation procedures;

Internship site supervisors are certified school guidance counselors with at least two years experience in school counseling. They are oriented by college faculty and are provided a copy of the Internship Handbook, which outlines expectations of supervisors, interns, and the college internship liaison.

- (3) On-site internship supervision shall consist of a minimum of an average of one hour per week of individual or sporadic interaction throughout the internship, for the express purpose of reviewing the prospective school guidance counselor's skills and professional growth;

Students are required to have at least one hour per week of on-site individual supervision while on internship.

- (4) An average of 1.5 hours of group supervision per week shall be provided on a regular schedule throughout the internship, performed by a training program faculty member;

Students are required to attend a weekly 2.5-hour group Internship Seminar throughout the two-semester internship experience, taught by a core faculty member of the KSC School Counseling program.

- (5) On-site supervision shall be approved and monitored by the training program;

Regular phone contact and on-site visits are conducted by the School Counseling program.

- (6) The internship experience shall receive support from the training program, including a contract with the internship site that delineates how the following issues shall be handled:

- a. Schedule of appointments;
- b. Expense reimbursement, if any;
- c. A safe and secure work environment;

- d. Adequate private office space for counseling; and
- e. Support services consistent with those afforded school guidance counselors

Three contracts are signed by the intern, on-site supervisor, and college faculty: A Memorandum of Agreement, a Counseling Internship Agreement, and a Cooperating Professional Agreement, which address the above issues.

- (7) Evaluation of an internship shall include performance-based measures, observation, and evaluation of foundation knowledge.

Students are evaluated mid-semester and end-of-semester for each of their two internship experiences, using quantitative (performance-based ratings) as well as qualitative (observation and narrative) evaluations.