**New/Revised Program**

**School Counselor**

(2019 ASCA Standards)

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

**Review Criteria**

* Program alignment to standards

**Recognition Decisions**

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

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

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

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

Letter explaining the rationale for adding the program

Section 5 completion is required for new programs only.

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

Program Plan of Study that provides:

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

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

| **Standard** | **Course(s)** | **Course Description(s)** |
| --- | --- | --- |
| **Standard 1: Foundational Knowledge.** Candidates demonstrate knowledge of the history of school counseling, and the structure and organization of the American education system. Candidates understand the development trajectories of diverse learners in the school environment. |  |  |
| **Standard 2: Core Theories and Concepts**. Candidates demonstrate knowledge of established and emerging counseling and educational theories and methods and evidence-based techniques and utilize relationship-building skills that are foundational to successful outcomes for students. |  |  |
| **Standard 3: Instructional and School Counseling Interventions.** Candidates use multiple data points to assess individual students' needs and identify a range of school counseling techniques to meet those needs. Candidates utilize digital literacy and technology tools to support the school counseling program and to track the academic, college/career, and social/emotional development of all students. |  |  |
| **Standard 4: Student Learning Outcomes.** Candidates create and implement data-informed school counseling programs that positively impact student outcomes and promote educational equity and access. Candidates use pedagogical skills, collaborative strategies and referral systems to support student learning. |  |  |
| **Standard 5: Designing, Implementing, and Evaluating Comprehensive School Counseling Programs.** Candidates use school data and school counseling program assessments to evaluate areas of strength and needed improvement for program activities and interventions. |  |  |
| **Standard 6: Professional Practice.** Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, understand their role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support their professional growth and identity development. |  |  |
| **Standard 7: Ethical Practice.**  Candidates demonstrate ethical and culturally responsive behavior, maintain the highest standard of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses |  |  |