

## Pupil Personnel Services School Counseling Program Standards

In the matrix below denote the candidates' opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the "Course Title and Number" text below. For each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Notations may occur under more than one course heading. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring.

Standard	Candidate Competency	<a href="#">CI 285</a> Seminar in Advanced Educational Psychology	<a href="#">COUN 150</a> Laws Relating to Children	<a href="#">COUN 200</a> Seminar in Counseling Techniques	<a href="#">COUN 201</a> Seminar in Multicultural Counseling	<a href="#">COUN 202</a> Group counseling	<a href="#">COUN 203</a> Assessment And Testing in Counseling	<a href="#">COUN 206</a> Counseling Through the Lifespan	<a href="#">COUN 208</a> Practicum in Counseling	<a href="#">COUN 220</a> Seminar in Career Development Theory	<a href="#">COUN 233</a> Seminar in Therapeutic Methods With Children, Adolescents, and their Families	<a href="#">COUN 240</a> Seminar in Counseling of Exceptional Children and their Parents	<a href="#">COUN 241</a> : Seminar in Organization of Counseling Services	<a href="#">COUN 242</a> Parent Education, Pupil Advocacy & Consulting	<a href="#">COUN 249</a> Field Practice in School Counseling	<a href="#">ERE 220</a> Research in Education
<b>Generic Standards</b>																
2	Candidates demonstrate an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils' strengths and weaknesses that affect learning in school, community and family environments.		I (2-3)	I (4)				I (4) P (5) A (6)	P (5) A (5)		I (4) P (8-9) A (8-9)	I (1) P (2) A (3)	I (5)		P (5-6) P (8) A (8)	
	Candidates demonstrate an understanding of the effects of the following on pupil development:															
	health and developmental factors	P (3-4) A (3-4)						I (4) P (5) A (6)	I (3)		I (4)				P (5-6) A (8)	
	language	P (3-4)			I (2)				I (3)						P (5-6)	

		<u>A</u> (3-4)			<u>P</u> (6-7) <u>P</u> (9) <u>P</u> (11) <u>A</u> (7) <u>A</u> (9) <u>A</u> (11)				<u>P</u> (5) <u>A</u> (5)						<u>A</u> (8)
	cultural variables	<u>P</u> (3-4) <u>A</u> (3-4)	<u>I</u> (2-3)		<u>I</u> (2) <u>P</u> (6-7) <u>P</u> (9) <u>P</u> (11) <u>A</u> (7) <u>A</u> (9) <u>A</u> (11)	<u>P</u> (4) <u>A</u> (6)			<u>I</u> (3) <u>P</u> (5) <u>A</u> (5)						<u>P</u> (5-6) <u>A</u> (8)
	diversity	<u>P</u> (3-4) <u>A</u> (3-4)	<u>I</u> (2-3)		<u>I</u> (2) <u>P</u> (6-7) <u>P</u> (9) <u>P</u> (11) <u>A</u> (7) <u>A</u> (9) <u>A</u> (11)	<u>P</u> (4) <u>A</u> (6)			<u>I</u> (3) <u>P</u> (5) <u>A</u> (5)				<u>I</u> (7)		<u>P</u> (5-6) <u>A</u> (8)
	socioeconomic status	<u>P</u> (3-4) <u>A</u> (3-4)	<u>I</u> (2-3)		<u>I</u> (2) <u>P</u> (6-7) <u>P</u> (9) <u>P</u> (11) <u>A</u>				<u>I</u> (3) <u>P</u> (5) <u>A</u> (5)				<u>I</u> (3)		<u>P</u> (5-6) <u>A</u> (8)

					(7) <u>A</u> (9) <u>A</u> (11)												
	factors of resiliency		<u>I</u> (2-3)						<u>I</u> (3) <u>P</u> (5) <u>A</u> (5)		<u>I</u> (4) <u>P</u> (8-9) <u>A</u> (8-9)	<u>I</u> (1) <u>P</u> (2) <u>A</u> (3)				<u>P</u> (5-6) <u>A</u> (8)	
3	Candidates display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement.	<u>P</u> (3-4) <u>A</u> (3-4)	<u>I</u> (2-3)		<u>I</u> (2) <u>P</u> (6-7) <u>P</u> (9-11) <u>A</u> (6-7) <u>A</u> (9-11)			<u>I</u> (4) <u>P</u> (5) <u>A</u> (5)	<u>I</u> (3) <u>P</u> (5-6) <u>A</u> (5-7)		<u>I</u> (4) <u>P</u> (9) <u>A</u> (9)	<u>P</u> (2) <u>A</u> (3)	<u>I</u> (3)	<u>P</u> (5)		<u>P</u> (5-6) <u>A</u> (8)	
	Candidates demonstrate the skills needed to work effectively with pupils and their families from diverse backgrounds.	<u>P</u> (3-4) <u>A</u> (3-4)	<u>I</u> (2-3)		<u>I</u> (2) <u>P</u> (6-7) <u>P</u> (9-11) <u>A</u> (6-7) <u>A</u> (9-11)	<u>P</u> (4) <u>A</u> (6)			<u>P</u> (5-6) <u>A</u> (5-7)		<u>I</u> (4) <u>P</u> (9) <u>A</u> (9)	<u>P</u> (3) <u>A</u> (3)	<u>I</u> (7)		<u>P</u> (5-6) <u>A</u> (8)		
	Candidates demonstrate cultural competence to effectively serve diverse and changing communities.	<u>P</u> (3-4) <u>A</u> (3-4)	<u>I</u> (2-3)		<u>I</u> (2) <u>P</u> (6-7) <u>P</u> (9-11) <u>A</u> (6-7) <u>A</u> (9-11)	<u>P</u> (4) <u>A</u> (6)			<u>P</u> (6-7) <u>A</u> (6-7)		<u>I</u> (4) <u>P</u> (9) <u>A</u> (9)	<u>P</u> (3) <u>A</u> (3)	<u>I</u> (3) <u>A</u> (3)		<u>P</u> (5-6) <u>A</u> (8)		
	Candidates demonstrate an understanding of the ways in which educational policies,											<u>P</u>			<u>P</u>		

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	programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.					(2) <u>P</u> (6-7) <u>P</u> (9-10) <u>A</u> (6-7) <u>A</u> (9-10)							(3) <u>A</u> (3)			(5-7) <u>A</u> (8)	
4	Candidates demonstrate knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate.								<u>I</u> (5-6) <u>P</u> (6) <u>A</u> (6)			<u>I</u> (2) <u>P</u> (4) <u>A</u> (4)	<u>I</u> (4) <u>P</u> (8-9) <u>A</u> (8-9)	<u>P</u> (3-4) <u>A</u> (3)	<u>P</u> (3)		<u>P</u> (5-6) <u>A</u> (8)
	Candidates demonstrate an understanding of the influence of multiple factors on pupil achievement.	<u>P</u> (3-4) <u>A</u> (3-4)	<u>I</u> (2-3)					<u>I</u> (5-6) <u>A</u> (5)		<u>P</u> (5-6) <u>A</u> (5-7)	<u>I</u> (2) <u>P</u> (4) <u>A</u> (4)	<u>I</u> (4) <u>P</u> (8-9) <u>A</u> (8-9)	<u>P</u> (3) <u>A</u> (3)	<u>P</u> (5)		<u>P</u> (5-6) <u>A</u> (8)	
	Candidates analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.	<u>P</u> (3-4) <u>A</u> (3-4)						<u>I</u> (5-6)			<u>I</u> (2) <u>P</u> (4) <u>A</u> (4)	<u>I</u> (4) <u>P</u> (8-9) <u>A</u> (8-9)	<u>P</u> (3-4) <u>A</u> (3-4)			<u>P</u> (5-6) <u>A</u> (8)	
5	Candidates display an understanding of the factors that contribute to successful learning.	<u>P</u> (3-4) <u>A</u> (3-4)	<u>I</u> (2-3)						<u>I</u> (4) <u>P</u> (5) <u>A</u> (5)	<u>P</u> (6) <u>A</u> (7)			<u>P</u> (2)	<u>I</u> (6)		<u>P</u> (5-6) <u>A</u> (8)	
	Candidates demonstrate how to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems.	<u>P</u> (3-4) <u>A</u> (3-4)	<u>I</u> (2-3)							<u>P</u> (5) <u>A</u> (5-7)				<u>I</u> (3)	<u>P</u> (7)	<u>P</u> (5-6) <u>A</u> (8)	
	Candidates demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.	<u>P</u> (3-4) <u>A</u> (3-4)	<u>I</u> (2-3)										<u>P</u> (2) <u>A</u> (2)	<u>I</u> (3)		<u>P</u> (5-6) <u>A</u> (8)	
6	Candidates demonstrate an understanding of professional codes of ethics and current		<u>I</u>				<u>I</u> (2)			<u>P</u>		<u>I</u>	<u>P</u>	<u>P</u>		<u>P</u>	

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	legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services.		(2-3)							<u>A</u> (5-7)		<u>P</u> (9) <u>A</u> (8-9)	(2) <u>A</u> (2)	(6)		<u>A</u> (8)	(5-6)
	Candidates demonstrate the ability to access information about legal and ethical matters.		<u>I</u> (2-3)	<u>I</u> (4) <u>P</u> (10)						<u>P</u> (5) <u>A</u> (5-7)		<u>I</u> (4) <u>P</u> (9) <u>A</u> (8-9)	<u>P</u> (2) <u>A</u> (2)	<u>P</u> (3) <u>A</u> (3)		<u>P</u> (5-6) <u>A</u> (8)	
7	Candidates demonstrate an understanding of the ways in which pupil development, well being, and learning are enhanced by family-school collaboration.		<u>I</u> (2-3)	<u>I</u> (4)				<u>I</u> (4) <u>P</u> (5) <u>A</u> (5)		<u>I</u> (2) <u>P</u> (4) <u>A</u> (4)		<u>P</u> (2) <u>A</u> (2)	<u>I</u> (7)	<u>P</u> (11) <u>A</u> (11)		<u>P</u> (5-6) <u>A</u> (8)	
	Candidates demonstrate their ability to work with parents to foster respectful and productive family-school collaboration.			<u>I</u> (4)						<u>I</u> (2) <u>P</u> (4) <u>A</u> (4)		<u>I</u> (4) <u>P</u> (2-3) <u>A</u> (2-3)	<u>I</u> (7)	<u>P</u> (11)		<u>P</u> (5-6) <u>A</u> (8)	
8	Candidates demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.			<u>I</u> (4) <u>P</u> (10) <u>A</u> (8)			<u>P</u> (5) <u>A</u> (5)		<u>I</u> (3) <u>P</u> (5) <u>A</u> (5)				<u>I</u> (6) <u>P</u> (3)	<u>P</u> (7)		<u>P</u> (5-6) <u>A</u> (8)	
9	Candidates demonstrate an understanding of the ways in which school environments can enhance the safety and well-being of all pupils		<u>I</u> (2-3)									<u>P</u> (2) <u>A</u> (2)	<u>I</u> (6)			<u>P</u> (5-6) <u>A</u> (8)	
	Candidates demonstrate knowledge of models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment.		<u>I</u> (2-3)										<u>I</u> (3)	<u>P</u> (11)		<u>P</u> (5-6) <u>A</u> (8)	
	Candidates demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence.												<u>I</u> (7) <u>P</u> (7)	<u>P</u> (11)		<u>P</u> (5-6) <u>A</u> (8)	
	Candidates demonstrate knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced		<u>I</u> (2-3)									<u>A</u> (8)	<u>P</u> (2)	<u>I</u> (3)		<u>P</u> (5-6)	

	teaching and learning.											<u>A</u> (2)			<u>A</u> (8)		
10	Candidates demonstrate knowledge and application of theories, models, and processes of consultation.		<u>I</u> (2-3)						<u>P</u> (5) <u>A</u> (5)				<u>I</u> (3)	<u>I</u> (11) <u>P</u> (7) <u>A</u> (5)	<u>P</u> (7) <u>A</u> (7-8)		
	Candidates use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies.		<u>I</u> (2-3)										<u>I</u> (7)	<u>I</u> (11) <u>P</u> (4) <u>A</u> (5)	<u>P</u> (5-6) <u>A</u> (8)		
	Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.		<u>I</u> (2-3)		<u>I</u> (2) <u>P</u> (6) <u>P</u> (10) <u>A</u> (10)					<u>P</u> (5) <u>A</u> (5)				<u>I</u> (6)	<u>I</u> (11) <u>A</u> (4)	<u>P</u> (5-6) <u>A</u> (8)	
11	Candidates demonstrate an understanding of learning theories and factors influencing learning and teaching such as:																
	cognition	<u>P</u> (3-4) <u>A</u> (3-4)							<u>I</u> (4) <u>P</u> (5) <u>A</u> (5)	<u>I</u> (3)				<u>P</u> (2-4) <u>A</u> (2-4)		<u>P</u> (5-6) <u>A</u> (8)	
	memory	<u>P</u> (3-4) <u>A</u> (3-4)								<u>I</u> (3)				<u>P</u> (2-4) <u>A</u> (2-4)		<u>P</u> (5-6) <u>A</u> (8)	
	attention skills	<u>P</u> (3-4) <u>A</u> (3-4)								<u>I</u> (3)				<u>P</u> (2-4) <u>A</u> (2-4)		<u>P</u> (5-6) <u>A</u> (8)	
	perceptual-sensory processes									<u>I</u> (3)				<u>P</u> (2-4) <u>A</u> (2-4)		<u>P</u> (5-6) <u>A</u> (8)	
	emotional state									<u>I</u> (3) <u>P</u>		<u>I</u> (4)		<u>P</u> (2-4) <u>A</u>		<u>P</u> (5-6) <u>A</u>	

										(6) <u>I</u> (6)			(2-4)			(8)
	motivation	<u>P</u> (3-4) <u>A</u> (3-4)	<u>I</u> (2-3)							<u>I</u> (3) <u>P</u> (6) <u>A</u> (6)			<u>P</u> (2-4) <u>A</u> (2-4)		<u>P</u> (5)	<u>P</u> (5-6) <u>A</u> (8)
	organizational skills									<u>I</u> (3) <u>P</u> (6) <u>A</u> (7)			<u>P</u> (2-4) <u>A</u> (2-4)			<u>P</u> (5-6) <u>A</u> (8)
	gender									<u>I</u> (3)			<u>P</u> (2-4) <u>A</u> (2-4)			<u>P</u> (5-6) <u>A</u> (8)
	cultural differences	<u>P</u> (3-4) <u>A</u> (3-4)	<u>I</u> (2-3)							<u>I</u> (3)			<u>P</u> (2-4) <u>A</u> (2-4)			<u>P</u> (5-6) <u>A</u> (8)
	linguistic differences	<u>P</u> (3-4) <u>A</u> (3-4)								<u>I</u> (3)			<u>P</u> (2-4) <u>A</u> (2-4)			<u>P</u> (5-6) <u>A</u> (8)
	Candidates evaluate the congruence between instructional strategies and pupil learning assets and deficits.	<u>P</u> (3-4) <u>A</u> (3-4)								<u>I</u> (3)			<u>P</u> (2-4) <u>A</u> (2-4)		<u>P</u> (11)	<u>P</u> (5-6) <u>A</u> (8)
12	Candidates display an understanding of the development, improvement and evaluation of programs that support effective pupil learning.												<u>I</u> (3) <u>P</u> (3)		<u>P</u> (4) <u>A</u> (4)	<u>P</u> (5-6) <u>A</u> (8)
	Candidates demonstrate an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.												<u>I</u> (3) <u>I</u> (6) <u>P</u> (5)		<u>P</u> (4)	<u>P</u> (5-6) <u>A</u> (8)
13	Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and												<u>I</u> (6)		<u>P</u> (5)	<u>P</u> (5-6)

	increase pupil learning and achievement.																	<u>P</u> (7)		<u>A</u> (8)				
14	Candidates demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups.		<u>I</u> (2-3)	<u>I</u> (4) <u>P</u> (10) <u>A</u> (9)	<u>I</u> (2) <u>P</u> (6-7) <u>P</u> (9-11) <u>A</u> (6-7) <u>A</u> (9-11)	<u>I</u>															<u>P</u> (5-6) <u>A</u> (8)			
	Candidates demonstrate an understanding the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict.		<u>I</u> (2-3)		<u>I</u> (2) <u>P</u> (6-7) <u>P</u> (9-11) <u>A</u> (6-7) <u>A</u> (9-11)	<u>I</u> (2) <u>P</u> (4) <u>A</u> (6)																<u>P</u> (5-6) <u>A</u> (8)		
	Candidates demonstrate an ability to facilitate group process and mediate conflict.					<u>I</u> (2) <u>P</u> (4) <u>A</u> (6)																	<u>P</u> (5-6) <u>A</u> (8)	
15	Candidates demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.																		<u>I</u> (11)	<u>P</u> (4)	<u>P</u> (5-6) <u>A</u> (8)			
16	Candidates demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements.			<u>I</u> (4) <u>P</u> (10)																			<u>P</u> (5-6) <u>A</u> (8)	
	Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.																						<u>P</u> (5-6) <u>A</u> (8)	



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														<u>A</u> (7)			
<b>School Counselor Specialization Standards</b>																	
<b>17</b>	Candidates know the core areas including history, philosophy and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices in schools.											<u>I</u> (1)	<u>I</u> (3-4)		<u>I</u> (13) <u>P</u> (5-6) <u>A</u> (8)		
<b>18</b>	Candidates demonstrate how to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation.		<u>I</u> (4) <u>A</u> (8)						<u>P</u> (5) <u>A</u> (5-7)			<u>P</u> (3-4) <u>A</u> (3-4)	<u>I</u> (5) <u>A</u> (6)		<u>P</u> (5-6) <u>A</u> (8)		
	Candidates know current legal mandates impacting school counselors and pupils.	<u>I</u> (2-3)									<u>P</u> (3) <u>A</u> (3)	<u>I</u> (6)	<u>P</u> (11)	<u>P</u> (5-6) <u>A</u> (8)			
	Candidates know the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations.	<u>I</u> (2-3)									<u>P</u> (3) <u>A</u> (3)	<u>I</u> (6-7) <u>P</u> (4)	<u>P</u> (12)	<u>P</u> (5-6) <u>A</u> (8)			
<b>19</b>	Candidates understand the concepts, principles, strategies, programs and practices for enabling pupils to experience academic success and achieve at high levels.										<u>P</u> (2) <u>A</u> (2)	<u>I</u> (6)	<u>P</u> (6)	<u>P</u> (5-6) <u>A</u> (8)			
	Candidates are able to implement strategies and activities in the school setting for maximizing learning, producing high-quality work and preparing pupils for a full range of options and opportunities after high school, including the completion of a college and university education.										<u>P</u> (3-4) <u>A</u> (3-4)	<u>I</u> (3)	<u>P</u> (11)	<u>P</u> (5-6) <u>A</u> (8)			
<b>20</b>	Candidates know the components of and demonstrate how to develop, implement, and evaluate career development programs in schools.								<u>I</u> (2) <u>P</u> (4) <u>A</u> (4)			<u>P</u> (11)		<u>P</u> (5-6) <u>A</u> (8)			
<b>21</b>	Candidates know the theories, concepts, processes, skills and practices required for successful personal and social development.	<u>I</u> (2-3)	<u>I</u> (4) <u>A</u> (8)	<u>I</u> (2) <u>P</u> (6-7) <u>P</u> (9-11) <u>A</u>				<u>I</u> (4) <u>P</u> (5) <u>A</u> (5-6)	<u>P</u> (6) <u>A</u> (7)			<u>I</u> (3)		<u>P</u> (7) <u>A</u> (7)			

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					(6-7) <u>A</u> (9-11)												
	Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.		<u>I</u> (2-3)	<u>I</u> (4) <u>P</u> (10) <u>A</u> (8)	<u>I</u> (3) <u>P</u> (6-7) <u>P</u> (9-11) <u>A</u> (6-7) <u>A</u> (9-11)					<u>P</u> (6) <u>A</u> (6)				<u>I</u> (5)	<u>P</u> (12)	<u>P</u> (7) <u>A</u> (7-8)	
22	Candidates know the qualities, principles, and styles of effective leadership.													<u>I</u> (3) <u>P</u> (4)	<u>P</u> (12)	<u>P</u> (5-6) <u>A</u> (8)	
	Candidates possess the knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.													<u>I</u> (3) <u>P</u> (3)	<u>P</u> (11)	<u>P</u> (5-6) <u>A</u> (8)	
23	Candidates demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils.		<u>I</u> (2-3)	<u>I</u> (4)	<u>I</u> (3) <u>P</u> (6-7) <u>P</u> (9-10) <u>A</u> (6-7) <u>A</u> (9-10)					<u>I</u> (3-5) <u>P</u> (6) <u>A</u> (7)			<u>P</u> (3) <u>A</u> (3)	<u>I</u> (11)	<u>P</u> (12)	<u>P</u> (5-6) <u>A</u> (8)	
	Candidates are able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils.				<u>I</u> (3) <u>P</u> (6-7) <u>P</u> (9-10) <u>A</u> (6-7) <u>A</u> (9-10)				<u>I</u> (4) <u>P</u> (5) <u>A</u> (6)				<u>P</u> (3) <u>A</u> (3)	<u>I</u> (6) <u>P</u> (7)	<u>P</u> (12)	<u>P</u> (5-6) <u>A</u> (8)	

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24	Candidates demonstrate appropriate classroom management strategies and techniques for assisting teachers with classroom organization.												<u>P</u> (6)				
	Candidates understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.												<u>P</u> (3) <u>A</u> (9)	<u>P</u> (11) <u>A</u> (5)			
25	Candidates demonstrate knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling.			<u>I</u> (4) <u>P</u> (10) <u>A</u> (8)	<u>I</u> (3) <u>P</u> (6-7) <u>P</u> (9-10) <u>A</u> (6-7) <u>A</u> (9-10)	<u>P</u> (4)			<u>P</u> (5) <u>A</u> (6)				<u>I</u> (4)				
	Candidates demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises.			<u>I</u> (4) <u>P</u> (10)		<u>P</u> (4)			<u>P</u> (7) <u>A</u> (8)				<u>I</u> (6)	<u>A</u> (5)			
	Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services.			<u>I</u> (4) <u>P</u> (10)	<u>I</u> (3) <u>P</u> (6-7) <u>P</u> (9-10) <u>A</u> (6-7) <u>A</u> (9-10)	<u>P</u> (5)			<u>P</u> (5) <u>A</u> (5)				<u>I</u> (4)	<u>P</u> (5) <u>A</u> (4)	<u>P</u> (5-6) <u>A</u> (8)		
	Candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement.			<u>I</u> (4) <u>P</u> (10)		<u>P</u> (4)							<u>I</u> (5)	<u>P</u> (11)	<u>P</u> (5-6) <u>A</u> (8)		
	Candidates know community-based mental health referral resources and effective referral practices.		<u>I</u> (2-3)		<u>I</u> (3) <u>P</u> (6-7) <u>P</u> (9-10) <u>A</u> (6-7)				<u>I</u> (5) <u>P</u> (5) <u>A</u> (5)			P		<u>P</u> (12)	<u>P</u> (5-6) <u>A</u> (8)		



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	Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes.						I (5)	I (4) P (5) A (6)								I (3-4) P (4-6) A (4-6)
	Candidates understand and utilize computer technology and attendant technological applications for conducting program evaluation.						I (5)						P (11) A (11)			I (3-4) P (5-6) A (5-6)