2016 | BUILDING COLLEGE ACCESS/ ADMISSION COUNSELING COMPETENCIES

REVIEW OF THE COURSEWORK

THE COUNCIL OF
National School Counseling & College Access Organizations

ABOUT THE COUNCIL OF NATIONAL SCHOOL COUNSELING & COLLEGE ACCESS ORGANIZATIONS

THE COUNCIL OF
National School Counseling
& College Access Organizations

The national organizations that represent almost 20 million professionals, students, and families believe in the right of every student to have access to counseling and advisement for postsecondary preparation, access, and success.

We have come together as The Council of National School Counseling & College Access Organizations to meet the needs of counseling and advising professionals who serve students in these ways.

We commit to provide you with a comprehensive multi-organizational, multi-institutional asset map of competencies, knowledge/skill set requirements, and resources for advising students for postsecondary access and success.

Learn more at *schoolcounselingcollegeaccess.org*.

ORGANIZATIONS THAT COMPRISE THE COUNCIL

ACT

AMERICAN COUNSELING ASSOCIATION

AMERICAN SCHOOL COUNSELOR ASSOCIATION

College Advising Corps

CollegeBoard

CACREP

NACAC
National Association for
College Admission Counseling

National College Access Network

SREB
G Alliance

About NACAC

NACAC is an organization of professionals from around the world dedicated to serving students as they make choices about pursuing postsecondary education.

NACAC is committed to maintaining high standards that foster ethical and social responsibility among those involved in the transition process.

To learn more, visit *www.nacacnet.org*.

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01 INTRODUCTION

School counselors design and deliver comprehensive school counseling programs that promote student achievement and have increasingly been recognized for the critical role they play in student outcomes (American School Counselor Association [ASCA], 2015; Duncan, 2014). School counselors, particularly secondary counselors, typically consider college access/admission a large part of their role and one of the tasks to which they devote a substantial amount of time (College Board, 2012a; McDonough, 2004; Savitz-Romer, 2012). However, research overwhelmingly indicates that many school counselors who participate in college access/admission counseling feel unprepared to carry out that role (College Board 2012; McDonough, 2004 Savitz-Romer, 2012). In addition, the school counseling profession has been joined in its endeavor to inform students about postsecondary options by a burgeoning number of college access professionals, who work at college access organizations (like community-based organizations, or CBOs). These professionals are developing their own parallel skill sets, and will both benefit from and inform the development of a more robust set of competencies for college advising.

While there are widely held standards for the school counseling profession (i.e., ASCA National Model), there is no consensus on standards for college access profession-als working within and outside of schools. In 2012, the National Association for College Admission Counseling (NACAC) identified a deficit in the research and knowledge pertaining to college access counseling preparation programs for school counselors and college access professionals (Savitz-Romer, 2012). NACAC found that the existing research examined the quality of school counselor preparation through counselor experiences and reflections from the field, but few studies catalogued and examined the full range of academic counseling program components available specific to college access and admission.

This study, overseen by The Council of National School Counseling and College Access Organizations, is the first step in bridging this gap in the school counseling literature. It provides the school counseling community with a comprehensive review of school counseling coursework specific to college access and admission within the broader context of school counseling programming and professional standards.

About The Council of National School Counseling and College Access Organizations

Nine national organizations[1] representing school counselors and college access professionals joined together to form The Council of National School Counseling and

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[1] The organizations comprising Council are the American Counseling Association (ACA), ACT, American School Counselor Association (ASCA), College Advising Corps (CAC), The College Board, Council for Accreditation of Counseling and Related Educational Programs (CACREP), National Association for College Admission Counseling (NACAC), National College Access Network (NCAN), and The Southern Regional Education Board's Go Alliance (SREB).

College Access Organizations (Council), with the goal of supporting every student in the United States with college and career preparation, access, and success. This collaborative council, which reaches close to 20 million school counseling and college access professionals, students, and families nationally, set out to develop competencies and identify priorities for professionals who support students in their transition to college and careers.

The Council was created following the White House's second convening of the First Lady's Reach Higher initiative in November 2014 at San Diego State University. Reach Higher seeks to motivate students to complete their education beyond high school, whether they attend a professional training program, community college, or four-year college or university.

The Council acknowledges that many different professions serve students in this regard, including school counselors, advisors, and other professionals, each with different specialized training, skills, and competencies. The Council's member organizations have identified common prerequisites for the effective delivery of counseling and advisement for postsecondary preparation, access, and success, including:

1. A commitment to collaboration among professionals in service to students.
2. Cultural competence and the ability to work with all students, including students who are currently underserved and underrepresented.
3. Proficiency in the use of data to assist in identifying, designing, implementing, and evaluating policies and practices related to counseling and advising students for postsecondary access and success.
4. Training in both the theory and practice of advising students for postsecondary access and success.

This report is one of two components included in the Council's first charge to conduct a comprehensive asset map across organizations and institutions identifying competencies, knowledge, and skill set requirements. The Council is also building this asset map through an online portal (*schoolcounselingcollegeaccess.org*) providing professionals in the field with up-to-date resources for advising students for postsecondary access and success. While this study provides an analysis of the academic grounding of school counselor training, it is the hope of the Council that the findings and implications for professional standards will benefit a variety of professionals involved in the college counseling process.

Review of Organizational Initiatives

The development of competencies specific to college access and admission will supplement the existing set of broader school counseling standards and publications. A review of the development of existing organizational competency initiatives follows, beginning with the foundational standards for the counseling profession as a whole and concluding with recent efforts to construct standards, frameworks, and models specific to college admission counseling.

CACREP Accreditation Standards: Foundation of Counseling Practice

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has offered specialized accreditation to graduate-level counselor preparation programs since 1981. Recognized by The Council for Higher Education Accreditation (CHEA), CACREP is one of the most widely-held accreditations for counselor preparation programs. More than 700 programs, including over 270 school counseling programs, are CACREP-accredited (CACREP, 2016a). CACREP accreditation depends upon program fulfillment of the CACREP standards. Their standards identify eight common core curriculum areas for all graduates programs in professional counseling and also include specific standards unique to each specialty area within the profession, including school counseling. Revised every seven years, the CACREP Standards reflect contemporary issues and trends within the counseling profession (Urofsky, 2013). CACREP recently published its updated 2016 Standards for Accreditation (CACREP, 2016b).

The CACREP Standards are composed of six sections. The first four delineate general requirements for all counseling programs in the areas of Learning Environment, Professional Counseling Identity, Professional Practice, and Evaluation in the Program. The fifth section lists requirements specific to counseling specialty areas, including school counseling. The CACREP Standards require that the curricula of school counselor preparation programs address the counselor's relationship with post-secondary school personnel and their roles "in relation to college and career readiness" (CACREP, 2016b). The identified responsibilities of this role include career counseling interventions and assessments, strategies to facilitate school and postsecondary transitions, interventions to promote college and career readiness, and strategies to promote equity in student achievement and college access

(CACREP, 2016b, p. 32). The final section outlines standards for doctoral programs (CACREP, 2016b).

Research indicates that the CACREP Standards have raised, and continue to raise, the quality of counselor preparation. Counselors from CACREP-accredited programs tend to score higher on the National Counselor Examination (NCE®) (Adams, 2006) and pass the NCE at higher rates (Milsom & Akos, 2007) compared from non-CACREP-accredited programs. Furthermore, the majority (more than 80 percent) of counselors sanctioned for ethical misconduct by state licensing boards graduated from programs without CACREP accreditation (Even & Robinson, 2013). Despite the apparent benefits of CACREP accreditation, research suggests that many prospective counseling students may be unfamiliar with CACREP accreditation, or their value, when choosing a counselor preparation program (Honderich & Lloyd-Hazlett, 2015).

ASCA National Model: Standards for the School Counseling Profession

The American School Counselor Association (ASCA) is the national member organization for school counselors in the United States, with affiliate division associations in all 50 states and the District of Columbia. ASCA provides numerous resources to school counselors, families, and school administrators, and in 2003 published the first edition of the widely adopted *ASCA National Model: A Framework for School Counseling Programs*. The model outlines the components of a comprehensive school counseling program driven by student and school data that addresses academic, career, and social/emotional development to promote and enhance academic achievement for all students. The *ASCA National Model* identifies the knowledge, abilities, and skills that school counselors require to plan, organize, implement, monitor, and evaluate school counseling programs. Instruction in the model is required for CACREP accreditation (CACREP, 2009).

In 2014, ASCA created the *ASCA Mindsets & Behaviors for Student Success*, which "describe the knowledge, skills, and attitudes students need to achieve academic success, college and career readiness, and social/emotional development" (ASCA, 2014a, p. 1). The *ASCA Mindsets & Behaviors* are built upon evidence-based research conducted on academic and social emotional learning competencies and standards. Organizations whose work informed the *ASCA Mindsets & Behaviors* include the ACT, National Board of Professional Teaching Standards, Southern Regional Education Board (SREB), The College Board,

the Collaborative for Academic, Social, and Emotional Learning (CASEL), and the Association for Career and Technical Education (ASCA, 2014a).

The 35 mindset and behavior standards are designed to operate alongside the Common Core State Standards. This structure enables school counselors to align counseling techniques with academic instruction (ASCA, 2014a). ASCA provides a Program Planning Tool for the *Mindsets & Behaviors* to aid school counselors in planning their curriculum based on competency- and grade-level (ASCA, 2003). ASCA also publishes *Professional School Counseling,* an academic peer-reviewed journal that features articles on theories, research, and best practices in the school counseling profession (ASCA, 2016b).

Constructing the College Admission Counselor Competencies

National Association for College Admission Counseling

The National Association for College Admission Counseling (NACAC) represents more than 15,000 school-based, organization-affiliated and independent professionals dedicated to serving students as they make choices about pursuing postsecondary education. NACAC has led the development of college access/admission-specific competencies, beginning with the release of their first *Statement on Counselor Competencies* in 1991 (NACAC, 2016a). At their 1997 conference, NACAC reconsidered competencies for the profession and the possibility of an established pathway to certification. The organization declined to advocate for a single pathway, but reasserted their 1991 competencies and was asked by their governing assembly to study the inclusion of college advising in pre-service coursework for school counselors (NACAC, 2016d).

That same year, the first college access/admission counseling-specific courses began at the School of Education at Long Island University (LIU) and the University of California-Riverside (Tremblay, 2014). The LIU course was the first college counseling course required for all school counseling students (Tremblay, 2014). Since then the profession of college access/admission counseling has experienced exponential growth and transformation.

In 2000, NACAC produced an updated *Statement on Counselor Competencies* (NACAC, 2000). The competencies summarize the requisite "knowledge and fundamental skills" to be an effective college admission counselor. NACAC identified eight competencies including supporting multicultural students, ethical

behavior, data use and analysis, advocacy and leadership, and postsecondary transitions (NACAC, 2000). The statement also contains eight additional competencies for admission counselors working in college and university settings. Their 2012 suggested competencies infused these skills with mastery of different theoretical frameworks (i.e., economics, psychology, etc.) (Savitz-Romer, 2012). In addition to these competencies, the NACAC *Statement of Principles of Good Practice* provides a code of ethics for its members and all college admission counselors (NACAC, 2015b).

The College Board

The College Board was founded in 1900 and represents more than 6,000 institutions. In addition to its testing products (the SAT and Advanced Placement program), the College Board provides college readiness and success programing to students and their families, and to professionals in the field through research and advocacy. In addition, the College Board supplies resources for school and college admission counselors.

One widely-used College Board resource is the *School Counselor Sourcebook*. The *Sourcebook* was developed to supplement school counselor preparation programs, which often only offered minimal instruction in college admission counseling (The College Board, 2012a). Topics covered in the text include the college search, college application components, financial planning, and serving special student populations such as future first-generation college students and students with special needs. The text also offers additional practical supports for implementation including a month-to-month curriculum guide and student worksheets (The College Board, 2012). The most recent 2012 edition featured insight, tips, and suggestions from 48 counselors from across the United States (The College Board, 2012a).

In addition to the *Sourcebook*, the College Board developed *Eight Components of College and Career Readiness* (The College Board, 2010). The *Eight Components* serve as a framework for college admission counselors from elementary grades through high school. The components cover the fundamentals of college admission counseling including standardized assessments, college affordability, and the college selection process (College Board, 2010). The 2012 National Survey of School Counselors conducted by the College Board (2012) found that counselors overwhelmingly agreed and supported the *Eight Components* (The College Board, 2012b).

The Education Trust

The Education Trust, an advocacy organization focusing on the achievement of low-income and underrepresented minority students, created the Transforming School Counselor Initiative and the National Center for Transforming School Counseling (NCTSC) in 1997 to support and expand the work of ASCA and others (Hines, Lemons, & Crews, 2011; Perusse & Colbert 2007). NCTSC distilled its findings into *The New Vision for School Counselors: Scope of the Work* (The Education Trust, 2009). The document envisioned the school counselor's role as a school leader, advocate, collaborator, and researcher.

The Education Trust's 2011 report, *Poised to Lead*, identified the ways in which school counselors can influence the postsecondary success of students, given the appropriate supports and conditions (Hines et al., 2011). The report identified five policy steps to mobilize school counselors for college- and career-readiness. Among these steps were redefining the role of counselors to "reflect the college- and career-readiness task schools want and need" (Hines et al., 2011, p. 7). It also suggested infusing college- and career- readiness requirements into school counselor preparation programs and state credentialing standards. Practicing school counselors should receive professional development in college and career advising and be evaluated based upon student academic outcomes (Hines et al., 2011).

National Association of State Boards of Education

In 2016, the National Association of State Boards of Education (NASBE) recommended that state boards establish "college awareness standards" (Lorenzo, 2016, p. 1). Citing the work of states like Washington and Idaho, NASBE suggested that state boards require schools to implement specific aspects of postsecondary preparation such as individualized plans and personalized guidance by school counselors (Lorenzo, 2016).

Need for College Access/Admission Standards

While standards for school counselors are well established, the more specific competencies of this sub-field of college access/admission counseling are still in development. College access/admission counseling is high-stakes work and a scarcity of pre-service training in college advising constitutes a frequently cited barrier to more effective college advising, particularly among already underserved populations.

School counselors are typically highly educated, with all but six states (AK, CA, NY, PA, TN, UT) requiring that school counselors possess at least a master's degree (ASCA, 2016e; The College Board, 2012b). Yet their training is not always aligned with the needs of the field (The College Board, 2012b). In 2013, NACAC found that 40 percent of high schools required counselors to participate in additional in-service training and professional development on college access topics not covered in graduate training programs (The College Board, 2014; NACAC, 2010).

Research attributes the lack of pre-service training for school counselors in college advising to the lack of clear, strong state and national standards for college access counseling preparation (McDonough, 2004). In 2011, fewer than five states required school counselors to take college advising coursework (College Board, 2011). It is often not a requirement for state licensing boards (Dounay, 2008). Given the national need and college enrollment goals, school counselors and college access professionals who have training in college access, admission, and postsecondary planning are needed within the K-12 education system.

Specific Content Areas

The areas that school counselors commonly identify as lacking from their training were financial aid advising, student loans, and the college admission process (The College Board, 2011). School counselors also felt that they were unprepared to deal with the unique needs and dilemmas of urban, disadvantaged students, or students with multicultural backgrounds (The College Board, 2012b; Savitz-Romer, 2012).

Knowledge of college access topics including historically underrepresented populations is critical. Low-income and minority students are enrolling in college at low rates, with black and Hispanic high school graduates consistently and significantly less likely to enroll in college than their peers (Clinedinst, 2015). Similarly, high school graduates (ages 16 to 24) from high-income families enrolled in college at a rate of 82 percent compared with 52 percent of low-income high school graduates (Clinedinst, 2015).

Factors contributing to these gaps in postsecondary enrollment include the underutilization of college counseling and insufficient support and resources for underrepresented students. ASCA recommends a maximum student-to-counselor ratio of 250-to-1. However, during the 2013-14 school year the national average was around 491-to-1 (ASCA, 2014b).

Students in high poverty typically spend significantly less time with their school counselors than needed to achieve goals often included in school counseling programs (Clinedinst, 2015). For some school counselors, the responsibility of their role was overwhelming, especially when they felt unprepared to perform it (Savitz-Romer, 2012).

Critical Role in College Decisions

School counselors are an influential factor in students' postsecondary planning and decision-making (The College Board 2012b). Simply spending more time with a counselor increases student chances of enrolling in a four-year institution after high school (NACAC, 2004). This is especially true for low-income students or those from other underrepresented communities (NACAC, 2004). For example, for future first-generation college students frequent conversations with counselors can positively impact their belief that college is financially feasible, and increase their likelihood of taking a college admission exam and enrolling in a bachelor's degree program (Radford, Ifill, & Lew, 2015a).

Schools with larger populations of low-income students or students of color typically offer significant supplemental programming on college planning and transitions for both students and parents (Radford, Ifill, & Lew, 2015b), such as admission exam fee waivers. However, students at these schools are less likely to take advantage of these services than their more affluent peers, further highlighting the need for strong counselor guidance (Radford et al., 2015a). School counselors are often one of a limited number of sources of college access and admission information for these students whose families lack college-going experience (Savitz-Romer, 2012).

Purpose

This research builds on past efforts of NACAC and Council member organizations to catalogue college access/admission counseling graduate coursework, by more closely examining the curriculum, content, and requirements of school counseling programs. This study provides an in-depth examination of coursework components and topics in graduate counseling programs that do include college admission counseling coursework, taking into account the context and needs of today's students. This research has the potential to enhance professional development for all involved in the field. Whether working in schools, community organizations, college access programs, or independently, it is critical that professionals guiding students to higher education receive training that reflects standards grounded in rigorous research.

02

RESEARCH METHOD AND FINDINGS

RESEARCH METHOD

The Council's study reviewed a list of 42 institutions with a subset of graduate programs in counseling **known to offer coursework specific to or related to college admission/counseling**. There are doubtlessly more institutions that offer this type of coursework, but the Council focused on known programs as a starting point. Council members provided the names of an additional three institutions with college admission/counseling coursework.

The Council sent information requests by email to each of the institutions asking for details about coursework or coursework components specific to college access/admission, as well as seeking access to syllabi with additional coursework information.

Of the 42 institutions contacted, 25 provided information on a total of 44 courses. Twenty-three of these courses focused entirely on college access/admission and 21 on broader school counseling or career counseling with some focus on college access/admission topics. The Council was able to schedule informational telephone interviews or exchange email communications with instructors or other faculty representatives for 29 courses, and collected syllabi for 20 of these courses. Some institutional representatives indicated they were unable to share syllabi due to intellectual property concerns or institutional policies.

For the courses that did not provide syllabi, the Council collected information about course descriptions, objectives, and topics through online course catalog descriptions. The Council built a matrix of coursework components, including topics and texts, drawing on all sources—syllabi, informational interviews, email communications, and online coursework catalog scans. The Council then synthesized the information in the matrix at the summary level to identify common components across the institutions.

FINDINGS

Table 1 provides a comprehensive list of the 37 graduate-level courses and seven certificate programs identified in the scan of pre-service college access/admission curriculum. The majority of surveyed programs yielded master's degrees (MA, MS, and MEd) in school counseling. The University of California, Los Angeles (UCLA) and the University of California, Riverside each offered a certificate program and Rice University provided a series of online programs yielding Continuing Education Units (CEU).

Of the 25 institutions, 14 are private not-for-profit and 11 are public colleges or universities. Five are in the state of California, four each in Massachusetts and New York, two each in Florida, Minnesota, and North Carolina, and one each in Ohio, Oregon, Pennsylvania, Tennessee, Texas, and Virginia (See Appendix B for additional institutional details).

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[2] The remaining 18 institutions either did not respond or indicated that they did not focus on this topic area.
[3] Note: Certificate programs have been counted as one course each.

Excluding courses in the certificate programs, the scan identified 23 courses specific to the topic of college admission/access, where the others touched on the topic or contained a component of college admission/access (see Table 4 in Appendix A). The majority of the 37 courses reviewed were required for students to take in order to complete the respective program/degree (n=29).

Table 1. List of College Access/Admission Counseling Courses by Program Type and Institution

Courses in Master's Programs	
California State University, Northridge, College of Education – MS in School Counseling	EPC 687: College Counseling, Selection, & Technology [Required] EPC 688: Measurement and Assessment in School Settings [Required]
Canisius College, The School of Education and Human Services – MS in Education and School Counseling	EDC 572: Career Counseling [Required course for School Counseling program] EDC 567: Principles of School Counseling [Required course for specialization in School Counseling] EDC 596B: High School and College Admissions Counseling [Elective]
East Carolina University, School of Education – MS in Counselor Education	COAD 6402: Career Counseling and Development [Required] COAD 6406: Counseling in Schools [Required for School Counseling Licensure] COAD 6411: Student Affairs and College Counseling
Fitchburg State University – MS in Counseling – School Guidance Counseling PreK-8 and/or 5-12 Initial Licensure	COUN 8210: Occupational Information and Career Counseling [Required] PSY 8900: Counseling Techniques and Case Analysis: School Guidance Counseling [Required]
Fresno Pacific University, School of Education – M.A. in School Counseling	PPC 700: Comprehensive Counseling and Guidance [Required] PPC 702A: Academic Planning [Required] PPC 703: Prevention and Intervention for Achievement [Required] PPS 708: Counseling for Diversity [Required]
Harvard University, Graduate School of Education, EdM/ Prevention Science and Practice CAS in Counseling	H-341: Inventing the Future: Building Connections from School to Career [Required]
Holy Family University – MS in Counseling Psychology (Certification and/or LPC in School Counseling)	COUN 573: Basics of College Planning
Lewis & Clark College, Graduate School of Education and Counseling – MEd in School Counseling	SCED 503 Career Development and Consulting [Required] SCED 565: College Planning: College Knowledge for All Students
Long Island University – MS in School Counseling	Counseling for the College Admissions and Selection Process [Required]
Manhattan College – M.A. in Counseling (leads to Certification in School Counseling)	EDUG 718: Technology, the School Counselor and College Advisor [Required course in College Advising program concentration] EDUG 853: Counseling the College Applicant [Required course in College Advising program concentration]

Courses in Master's Programs (cont.)	
New York Institute of Technology, School of Education – MS in School Counseling	EDCO 671: Postsecondary transitions and College Counseling [Required]
Old Dominion University, Darden College of Education – MSEd in Counseling (with specialization in School Counseling)	COUN 648: Foundations of Career Development [Required course for specialization]
San Diego State University – MS in Counseling (with specialization in School Counseling and the California Pupil Personnel Services credential for School Counseling)	CSP 645: College Planning and Career Development P-16 (Course Replacement) [Required]
Springfield College – MEd in Counseling and Psychology (School Guidance Counseling Concentration)	PSYC 588: Counseling the College Bound Student (formerly 640) [Required]
St. Cloud University – MS in School Counseling	CEEP 667: Career Development [Required] CEEP 670: School Counseling Programs and Procedures [Required]
St. Thomas University, Biscayne College – MS in Guidance and Counseling	EDU 663: Occupational and Educational Principles of Guidance
University of Massachusetts Amherst – MEd in School Counselor Education	Career Development Course [Required] 807 Seminar: School Counseling [Required]
University of Minnesota, College of Education and Human Development – M.A. in Educational Psychology (with specialization in Counseling and Student Personnel Psychology)	EPSY 8405: Career Development – Theory, Skills and Counseling Applications [Required]
University of North Florida – MEd in Counselor Education in School Counseling (SOAR)	SDS 6832: College and Career Readiness [Required]
University of North Carolina, School of Education – MEd in School Counseling	EDUC 704 Sect 001: Promoting College and Career Readiness [Required] EDUC 752 Sect 001: College Access and College Admissions Counseling [Required]
Vanderbilt University, Peabody College of Education – MEd in Human Development Counseling	HDC-6220: Counseling for College Access, Admissions, and Completion, (formerly HDC-3490) [Elective]
Xavier University, College of Social Sciences, Health and Education Counseling – M.A. in School Counseling	COUN 538: Advanced School Counseling [Required] Seminar: Introduction to College Counseling

Courses in Certificate/Other Credential Bearing Programs	
Rice University, Glasscock School of Continuing Studies – CEU Credit (Online)	Fundamentals of College Counseling Online Program The Undergraduate Admissions Process Online Program Managing the College Admissions Process Online Program Understand the Needs of Aspiring First Generation College Students Online Program Seminar: College and Career Readiness
UCLA – Certificate in College Counseling (Online)	414.81 Counseling the College-Bound Student 414.82 The College Admission Process 414.90 Testing/Career Assessment 414.89 Financial Aid Fundamentals 414.84 Special Issues in College Counseling 414.85 Practicum in College Counseling 414.96. The Business of Educational Consulting 414.98 College Counseling for International Students 414.99 Preparing Community College Students for Transfer
University of California , Riverside Extension – Certificate in College Admissions Counseling	The College Counseling Process College Admissions Procedures Financial Aid Planning for Higher Education Professional and Ethical Issues in the College Application Process Analysis and Application of Effective Career Counseling Strategies Practicum in Counseling College-Bound Students

It should be noted that the coursework scan emphasized pre-service graduate-level coursework. While the scan did include some comprehensive certificate programs, we did not examine shorter-term professional development certificates for those already working in the field. For example, professional membership organizations offer many training opportunities for school counselors and college access professionals, ranging from conference sessions to research to badges/micro-credentials, either in-person or online.

Course Topics

Table 2 provides a list of the most common course topics specific to college access/admission identified in the curricular scan and informational interviews. Broader topics have been divided into sub-topics allowing for a more detailed analysis of the key knowledge areas.

The scan revealed that college and career counseling were the most common topics covered among college access/admission courses. Financial Aid was the most com-

mon sub-topic identified within college counseling, with 14 courses dedicating lessons to it, followed by a general overview of the college admission process (11 courses), and college search and selection (11 courses).

Many of the courses contained a career development module (14 courses), as well as a focus on academic planning (11 courses) and/or personal/social development (10 courses). Many also spend time on special populations (12 courses). Sub-topics for special populations included: first-generation college students (7), historically underserved minorities (7), LGBT students (1), and special education students (1).

Other common topics included ethics and legal issues; small group counseling; working with families, parents, and communities; technology; and data usage. Some of the courses also prepared students with national and state professional standards, including ASCA, CACREP, and College Board.

Table 2. Most Common Topics in College Access/Admission Courses

Category	Sub-topic	Number of courses
College Admission Counseling	Financial Aid: FAFSA/Paying for College	14
	General	11
	College Search and Selection Process	11
	College Knowledge/Culture	7
	Transcripts and Letters of Recommendation	7
	Personal Statement	6
	Standardized Testing	6
Other Counseling	Career Development/Pathways	14
	Academic Planning	11
	Personal/Social Development	10
Special Populations	General	12
	First-Generation College Students	7
	Underserved/Minority	7
	LGBT	1
	Special Education	1
Engaging Stakeholders	Working with Families/Parents/Communities	11
	Working with Teachers and Administrators	6
Program Administration/ counseling techniques	Ethics/Legal issues	11
	Small-group Counseling	10
	Technology	8
	Data Usage/Evaluation	7
	Lesson/Curriculum planning	5
	Advocacy	3
National/ State Standards	ASCA National Standards	5
	State Standards	5
	CACREP Standards	4
	General	3
	College Board	1

Class Format: Components and Assignments

The majority of courses identified in this scan take place in a traditional classroom setting. Two certificate-bearing programs, UCLA and Rice University, were delivered purely online. Many of the courses were structured around class lectures, group discussions, and other standard graduate-level coursework components. Similarly, many of the courses evaluated student performance through: weekly quizzes, midterms, final exams, class participation, group projects, and other common course assignments. Several also utilized formats specific to counselor preparation, such as role playing, mock interviews, and case studies.

Practical Components

Of particular interest were the practical components offered by each course. These opportunities allowed students to apply the knowledge they gained in the classroom to a professional setting. Most of the syllabi provided a basic description of the practical components in each course. The informational interviews, however, underscored the importance of practical applications for the field of school counseling

The practical applications, identified through the syllabi and the interviews, indicated that students in a school counseling program are often required to engage with students of all ages (K-12), parents, as well as school staff. While the nature of each practical component varied significantly from program to program, it was evident that some form of hands-on experience was a vital piece to each course and the student's pre-service training. Common practical elements included supervised student advising, drafting and reviewing letters of recommendation, and analyzing student transcripts. Four examples of specific practical components follow.

San Diego State

Through its course, CSP 645 College Readiness and Career Planning, San Diego State University provides a number of opportunities for its graduate students to interact with high school students in the community. Students in the course assist a local high school collaborative serving students of great need, as well as students in federally-funded Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). Students are required to spend 10 hours in a transition center to help address the "summer melt" effect (every year, 21 percent to 50 percent of transitioning high school seniors who enrolled in college during the spring do not show up for their first term in the fall). Additionally, students teach courses to 8th graders transitioning into high school. The graduate students teach full-time for two weeks in pairs, covering topics such as time management, goal setting, and career exploration. Students in the program also develop presentations for parents on topics such as financial aid and Historically Black Colleges and Universities (HBCUs). By the end of the course, they have 16 parent presentations ready to use.

University of North Florida

The School Counseling program at the University of North Florida emphasizes fieldwork as well as social justice, and students address "access and equity in post-secondary opportunities in the most challenged urban schools." Students participate in events such as Instant Decision Day, where students meet with admission representatives, and College Goal Sunday, where program students have conversations with families about financial aid. These opportunities for practical interactions have expanded into elementary school, where 5th grade students come to the university for career fairs. All of these activities target low-income, traditionally underserved students in the community.

East Carolina University

In the Counseling in Schools professional specialization course at East Carolina University, students participate in a data-driven service learning project whereby they design a college access initiative, implement it locally, and assess the results after 15 weeks. For example, one team developed a career fair using a "living library" approach. Another designed a website for the local high school with information about scholarships and links to the FAFSA and other useful information for students in one central place. Yet another team designed a campaign that targeted parents with information about college and financial aid applications through texts and emails, and measured the impact of the effort through the number of completed FAFSAs and college applications. Students in the course also conduct interviews with local officials, including a representative of the chamber of commerce, to gather information about the "culture of college-going in the community." They collect data about the number

of citizens holding a college degree and types of careers in each county. These projects were developed recently in response to the White House's Reach Higher campaign with a focus on increasing college and career readiness.

University of Massachusetts

In the college counseling seminar at the University of Massachusetts, students work with data to track students' progress on a variety of measures at both the local and national levels. The class focuses on the "science of practice," analyzing data from national datasets such as the National Student Clearinghouse (NSC) to examine retention and completion rates. They also analyze district and state-level data to track their impact on students through their pre-practicum. They develop goals and present results to the class including any challenges facing the schools where they are placed.

Course Texts

Through the syllabi collected and in some cases, online course descriptions, we identified a total of 64 various texts used for the 43 courses identified (the full list of course texts can be found in Appendix A). This list represents texts used by both courses specific to college access/admission, as well as broader school counseling or career counseling courses. The courses seemed to vary widely in the texts that they use; no standard texts were evident. The majority of the texts were only used by one course each, with the exception of the following five texts, which were used by two institutions each:

American School Counselor Association. (2005). *The ASCA National Model: A Framework for School Counseling Programs (2nd Ed.)*. Alexandria, VA: Author.[4]

The College Board. (2012). *College Counseling Sourcebook: Advice and Strategies from Experienced School Counselors (7th Ed.)*. New York, NY: Author.

Curry, J., & Milsom, A. (2014). *Career Counseling in P-12 Schools*. New York, NY: Springer Publishing Company.

NACAC. (2015). *Fundamentals of College Admission Counseling: A Textbook for Graduate Students and Practicing Counselors (4th Ed.)*. Washington, DC: Author.

Savitz-Romer, M., & Bouffard, S. M. (2012). *Ready, Willing, and Able: A Developmental Approach to College Access and Success.* Boston, MA: Harvard Education Press.

Program-level Preparation

Additional analysis was conducted on degree requirements to better understand the academic preparation of school counselors entering the workforce. A total of 266 courses across the 21 degree-granting programs in Table 2 were analyzed. While practicum/field work courses, electives, and thesis/culminating project courses were abundant among the programs studied, such course types were not included in this topical analysis. The topical areas were divided into four broad categories: Counseling Program Administration, Counselor Skill/Technique, Counseling Theories/Psychology, and Counseling Specific Populations. Each category was further divided into sub-categories, as displayed below.

Courses were first placed into one of the four broad categories and were subsequently identified as one of the 15 sub-categories. Example courses for each of the broad categories are included in Figure 2.

Across all programs, three of the four broad topic areas were almost equally represented: Counseling Program Basics & Administration (28 percent of total courses), Counselor Skill & Technique (29 percent of total courses), and Counseling Specific Populations (31 percent of total courses). Courses in Counseling Theory & Psychology were least common across programs (12 percent of total courses).

The only sub-category to be included in every program studied was Academics/Career Counseling/College Counseling. At least one course in Research Fundamentals and Group/Individual Counseling was required in over 90 percent of the programs studied. Legal and Ethical Issues in Counseling and Cross-Cultural Counseling courses were required in over 80 percent of the programs studied. Specific Counseling Theory & Psychology, Human Development General/Specific Counseling Techniques were least well-represented across the programs; less than 50 percent of programs required coursework in these topical areas. The heat map below displays the percentages of programs that require at least one course in each sub-category.

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[4] Note: now available in 3rd edition (2012)

Figure 1. School Counseling Program Coursework Categories

Counseling Program Administration (28% of total courses)	Counselor Skill & Technique (29% of total courses)	Counseling Theory & Psychology (12% of total courses)	Counseling Specific Populations (31% of total courses)
• Program Leadership, Development, and Evaluation • Legal & Ethical Issues in Counseling • Research Fundamentals	• Academics/Career Counseling/College Counseling • Using Measurements and Assessments in Counseling • Specific Counseling Techniques • General Counseling Techniques	• General Counseling Theory & Psychology • Specific Counseling Theory & Psychology • Human Development	• Cross-Cultural Counseling • Counseling Exceptional Populations • Counseling Groups & Individuals • Counseling Families, Children, and Adolescents

Figure 2. School Counseling Program Coursework Categories: Sample Classes

Counseling Program Basics & Administration Sample Courses	• Organizational Systems and Program Development • Professional, Legal, and Ethical Issues in Counseling • Research Methods for the Behavioral Sciences • Foundations of School Counseling
Counselor Skill & Technique Sample Courses	• Career Counseling & Lifestyle Development • Appraisal & Assessment • Crisis/Disaster Management • Counseling Applications in School Settings
Counseling Theory & Psychology Sample Courses	• Advanced Psychological Foundations of Education • Psychology of Learning • Personality and Lifespan Development • Theories of Counseling
Counseling Specific Populations Sample Courses	• Counseling for Diversity • Assessing and Counseling Clients with Psychological Disorders • Analysis of the Individual • Counseling Interventions with Children & Adolescents

Table 3. Heat Map of Programs Requiring at Least One Course in Each Topic Area

Topical Sub-Category	Average Percentage of Programs Requiring at Least One Course (%)
Specific Counseling Theory & Psychology	28.6
Human Development	42.9
General Counseling Techniques	47.6
Specific Counseling Techniques	61.9
Program Leadership, Development, and Education	66.7
Counseling Families, Children, and Adolescents	66.7
Introductory Counseling Courses	71.4
Using Measures & Assessments in Counseling	71.4
General Counseling Theory & Psychology	71.4
Counseling Exceptional Populations	71.4
Legal and Ethical Issues in Counseling	81.0
Cross-Cultural Counseling	81.0
Research Fundamentals	90.5
Counseling Groups & Individuals	90.5
Academics/Career Counseling/College Counseling	100.0

In developing a set of professional competencies specific to college access/admission counseling, the knowledge and skills developed at the program level would serve well to represent the broader competencies for the school counselor profession, while those gleaned from the course-level analysis would serve as the competencies required of the specific subset of college counselors, or the specific college counseling responsibilities assumed by school counselors.

Conclusion

Findings from this initial scan of graduate-level coursework indicate that progress is being made in pre-service preparation for college access/admission counseling. Several institutions have recently developed or are in the process of developing coursework in school counseling or education programs that specifically addresses the growing need to provide counselors with tools to help direct students in their college choice process. Some seem to emphasize the mechanics of college applications, while others focus more on developmental stages, and some courses combine the two perspectives. The practical components allow students to put theory and knowledge gained in the classroom into practice in real school settings with students, often in disadvantaged areas.

While this report is not a comprehensive review of all pre-service education programs in the United States, it is a broad sample that offers the opportunity to gain a deeper understanding of concepts covered by those preparing to serve as school counselors. Although not all professionals who advise students and families will necessarily complete a graduate course of study in school counseling, the Council believes that the discussion of core competencies for professionals in the field is well-served by being grounded in academic programs that study these topics most closely.

From the research presented in this paper, the Council seeks to advance the conversation about core competencies required to serve professionally in the role of a school counselor or college access advisor. With a commonly-accepted set of core competencies in place, institutions of higher education, associations, states, school districts, schools, and college access programs can construct educational programs of varying depth to address levels of mastery and specialization based on the aim of the program.

Common Elements of Pre-Service Coursework

Based on this compilation of research and graduate coursework information, the Council observes the following broad thematic areas, which are important to acknowledge as key subject matter groupings for those engaged in school counseling and college advising. Note that in the graduate coursework setting, some competencies, such as academic success and program administration/leadership, are likely to be embedded in the underlying school counseling program. However, for college advising professionals who do not undertake graduate coursework in school counseling, these thematic groupings contain important theoretical and practical concepts.

- **Postsecondary Counseling:** Helping students and their families plan a postsecondary educational pathway to desired life and career outcomes.
- **Academic Success:** Ensuring that students participate and succeed in coursework that will prepare them for postsecondary education.
- **Program administration and leadership:** Understanding key planning, implementation, evaluation, and leadership strategies for a comprehensive counseling program pertaining to postsecondary access and success.
- **Financial Advising:** Being able to advise students and families on key concepts related to college affordability, financial aid, and the impact of college financing.
- **Engaging Stakeholders and Special Populations:** Understanding the unique dynamics associated with both students and their families, and being able to counsel them appropriately.
- **Postsecondary Success:** Advising students on making a successful transition and navigating the postsecondary educational experience, as well as understanding postsecondary outcomes for students in one's own school or counseling program.

Next Steps

Upon release of this paper, the Council will embark on a 12-month process during which members will convene discussions with four primary objectives:

1. **Raise awareness** of the research among professionals and other stakeholders, including policymakers.
2. **Identify additions** or other essential components not included in this scan.
3. Begin to **identify areas of agreement** for the purpose of advancing a conversation about core competencies.
4. **Identify next steps** in further advancing support for both pre- and in-service training for school counselors and college access professionals.

To achieve broad goals related to postsecondary access and success, the professionals who support students and families in transition are a much-needed presence in and around our schools, and must be adequately supported to fully support students and families. While we continue to develop underlying principles for training, the members of the Council will continue to advocate for increased funding to help hire, train, and equip school counselors and college advising professionals to support our students.

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APPENDIX A: COURSE SCAN SUMMARY

The following table provides a summary of the 44 courses identified, as well as totals for the number of syllabi collected and informational interviews conducted with course instructors or other faculty representatives of the program/department. "Entire Course" indicates that the course is dedicated to the topic of college access/admission counseling, while "Course Component" means that college access/admission is just one component of a broader school counseling or career counseling course.

Table 4. List of Courses by Institution, Materials Acquired and Focus/Topic

Institution	Program	Course name(s)/number(s)	Syllabus	Interview	Entire Course	Course Component
California State University, Northridge, College of Education	MS in School Counseling	EPC 687: College Counseling, Selection, & Technology	x	x	x	
California State University, Northridge, College of Education	MS in School Counseling	EPC 688: Measurement and Assessment in School Settings	x	x	x	
Canisius College	MS in School Counseling	EDC 596B High School and College Admissions Counseling	x	x	x	
Canisius College	MS in School Counseling	EDC 572: Career Counseling	x	x		

Institution	Program	Course name(s)/ number(s)	Syllabus	Interview	Entire Course	Course Component
Canisius College	MS in School Counseling	EDC 567: Principles of School Counseling	x	x		
East Carolina University, School of Education	MS in Counselor Education	COAD 6402: Career Counseling and Development	x	x		
East Carolina University, School of Education	MS in Counselor Education	COAD 6406: Counseling in Schools	x	x		
East Carolina University, School of Education	MS in Counselor Education	COAD 6411: Student Affairs and College Counseling	x	x		
Fitchburg State University	MS in Counseling - School Guidance Counseling Pre K-8 and/or 5-12 Initial Licensure	COUN 8210: Occupational and Career Counseling	x	x		
Fitchburg State University	MS in Counseling - School Guidance Counseling Pre K-8 and/or 5-12 Initial Licensure	PSY 8900: Counseling Techniques and Case Analysis: School Guidance Counseling	x	x		
Fresno Pacific University, School of Education	MA in School Counseling	PPC 700: Comprehensive Counseling and Guidance	x	x		
Fresno Pacific University, School of Education	MA in School Counseling	PPC 702A: Academic Planning	x	x		
Fresno Pacific University, School of Education	MA in School Counseling	PPC 703: Prevention and Intervention for Achievement	x	x		
Fresno Pacific University, School of Education	MA in School Counseling	PPS 708: Counseling for Diversity	x	x		
Harvard University, Graduate School of Education	EdM/CAS in Counseling	H-341: Inventing the Future: Building Connections from School to Career	x	x		

Institution	Program	Course name(s)/ number(s)	Syllabus	Interview	Entire Course	Course Component
Holy Family University	Counseling Psychology, M.A. concentration in School Counseling	COUN 573: Basics of College Planning	x			
Lewis & Clark College, Graduate School of Education and Counseling	MEd In School Counseling	SCED 503: Career Development and Consulting	x	x	x	
Lewis & Clark College, Graduate School of Education and Counseling	MEd In School Counseling	SCED 565: College Planning: College Knowledge for All Students	x	x	x	
Long Island University	MS School Counseling	Counseling for the College Admissions and Selection Process (Required)	x			
Manhattan College	MA in Counseling (Leads to certification in school counseling)	EDUG 718: Technology, the School Counselor and College Advisor	x			
Manhattan College	MA in Counseling (Leads to certification in school counseling)	EDUG 853: Counseling the College Applicant	x			
New York Institute of Technology, School of Education	MS School Counseling	EDCO 671: Postsecondary Transitions and College Counseling	x	x	x	
Old Dominion University - Darden College of Education	MSEd In Counseling (with specialization in School Counseling)	COUN 648: Foundations of Career Development	x	x		
Rice University, Glasscock School of Continuing Studies	Online program for CEU/CEC	Fundamentals of College Counseling Online Program	x	x		
Rice University, Glasscock School of Continuing Studies	Online program for CEU/CEC	The Undergraduate Admissions Process Online Program	x	x		

Institution	Program	Course name(s)/ number(s)	Syllabus	Interview	Entire Course	Course Component
Rice University, Glasscock School of Continuing Studies	Online program for CEU/CEC	Managing the College Admissions Process Online Program	x	x		
Rice University, Glasscock School of Continuing Studies	Online program for CEU/CEC	Understand the Needs of Aspiring First Generation College Students Online Program	x	x		
Rice University, Glasscock School of Continuing Studies	College and Career Counseling Seminar	College and Career Readiness Seminar	x	x		
San Diego State University	MS in Counseling (with specialization in School Counseling and the California Pupil Personnel Services credential for School Counseling)	CSP 645: College Planning and Career Development P-16 (Course Replacement)	x	x	x	
Springfield College	Department of Guidance and Counseling	PYSC 640: Counseling the College Bound Student	x	x		
St. Cloud University	MS in School Counseling	CEEP 667: Career Development	x	x		
St. Cloud University	MS in School Counseling	CEEP 670: School Counseling Programs and Procedures	x	x		
St. Thomas University, Biscayne College	MS in Guidance and Counseling	EDU 663: Occupational and Educational Principles of Guidance	x	x	x	
University of California, Los Angeles	Certificate in College Counseling	Certificate in College Counseling (10 courses)	x	x		
University of California, Riverside	Certificate in College Admission Counseling	Certificate in College Admission Counseling (6 courses)	x	x		
University of Massachusetts, Amherst, College of Education	MEd In School Counseling	Career Development Course	x	x		

Institution	Program	Course name(s)/ number(s)	Syllabus	Interview	Entire Course	Course Component
University of Massachusetts, Amherst, College of Education	MEd In School Counseling	807 Seminar: School Counseling	x	x		
University of Minnesota	MA in Counseling and Student Personnel Psychology	EPSY 8405: Career Development - Theory, Skills and Application	x	x		
University of North Florida	MEd In Counselor Education in School Counseling	SDS 6832: College and Career Readiness (currently revising syllabus)	x	x	x	
University of North Carolina, School of Education	MEd In School Counseling	EDUC 704 Sect 001: Promoting College and Career Readiness	x	x		
University of North Carolina, School of Education	MEd In School Counseling	EDUC 752 Sect 001: College Access and College Admissions Counseling	x	x		
Vanderbilt University, Peabody College of Education	MEd Human Development Counseling - School Counseling track	HDC-6220 - Counseling for College Access, Admissions, and Completion	x	x		
Xavier University, College of Social Sciences, Health and Education Counseling	5 Day Seminar	Introduction to College Counseling	x	x		
Xavier University, College of Social Sciences, Health and Education Counseling	MA in School Counseling	COUN 538: Advanced School Counseling				
Totals			**20**	**29**	**23**	**21**

04 | APPENDIX B: INSTITUTIONAL CHARACTERISTICS

Institution Name	State	Type	Program Description
California State University, Northridge	CA	Public	The MS in school counseling degree program is CACREP-certified and located within the Department of Educational Psychology and Counseling.
Canisius College	NY	Private	Cansisius' master's program in Counseling and Human Services is CACREP-certified and offers specialization in School Counseling or Clinical Mental Health Counseling.
East Carolina University	NC	Public	East Carolina University's College of Education offers 17 undergraduate and 22 graduate degree programs. The Counselor Education program admitted 71 students in the 2014–15 school year. The MS in Counselor Education is located within the Interdisciplinary Professions program and is accredited by the National Council for Accreditation of Teacher Education (NCATE).
Fitchburg State University	MA	Public	The NCATE-accredited MS in Counseling program offers a concentration in School Guidance Counseling PreK-8 and/or 5-12.
Fresno Pacific University	CA	Private	The School of Education offers both a School Counseling program and a School Counseling/School Psychology dual program. Graduates of the program earn both a master's degree and the California pupil personnel services (PPS) credential.
Harvard University	MA	Private	Harvard University's Graduate School of Education offers 13 master's programs and three doctoral programs. In 2013–2014, the Graduate School of Education enrolled 934 students. Completion of the Prevention Science and Practice program results in an EdM and the option of continuing to the Certificate of Advanced Studies (CAS) in Counseling for school counseling licensure.

Institution Name	State	Type	Program Description
Holy Family University	PA	Private	The MS in School Counseling program is located within the School of Arts and Sciences under the Master of Science in Counseling Psychology Program. Graduates of the program are eligible to pursue Licensed Professional Counselor certification.
Lewis & Clark College	OR	Private	The School Counseling program is located within the Department of Educational Leadership. Participants in the program may choose between a Master's of Education and a Preliminary Licensure only program.
Long Island University	NY	Private	The Long Island University School of Education offers a variety of graduate programs in school counseling and psychology including a MS in School Counseling, Bilingual School Counseling, and School Psychology. The department also offers an Advanced Certificate in School Counseling.
Manhattan College	NY	Private	The Manhattan College School of Education and Health offers eight New York State approved counseling degree and certification programs. Completion of the M.A. in School Counseling program leads to certification in school counseling for New York.
New York Institute of Technology	NY	Private	The School of Education is NCATE-accredited. Participants in the school counseling program have the option to take classes at the Manhattan or Old Westbury campuses, or through hybrid online/face-to-face courses.
Old Dominion University	VA	Private	The school counseling program is located within the Department of Counseling and Human Services. Students earning a MS or PhD in Education may choose to concentrate in College Counseling, School Counseling, or Clinical Mental Health Counseling.
Rice University	TX	Private	Through the Center for College Readiness, practicing teachers, counselors, and school administrators may participate in a College Readiness Seminar or several other online college access counseling courses.
San Diego State University	CA	Public	The School Counseling Program is located within the Department of Counseling and School Psychology at the College of Education. Graduates of the program earn a MS in Counseling with a specialization in School Counseling and the California PPS credential.
Springfield College	MA	Private	Springfield College has several education programs within its Office of Educator Preparation and Licensure. Graduates of the School Guidance Counseling Program earn a Med in School Guidance Counseling and meet Massachusetts Licensure requirements. Students holding a master's degree in another subject may earn a Certificate of Advanced Graduate Study (CAGS).
St. Cloud University	MN	Public	St. Cloud University's School of Health and Human Services Community Psychology, Counseling, and Family Therapy department offers two relevant graduate programs—MS in College Counseling and Student Development and a MS in Counseling Psychology with a concentration in School Counseling.

Institution Name	State	Type	Program Description
St. Thomas University	FL	Private	The master's in guidance and counseling degree is offered within Biscayne College, the school of liberal arts, social sciences, and counseling. The program is approved by the Florida State Department of Education.
University of California, Los Angeles	CA	Public	The Certificate in College Counseling is available through UCLA Extension, a continuing higher education provider. The program is designed for practicing teachers, school counselors, college admission professionals, and others interested in gaining preparation in postsecondary counseling.
University of California, Riverside	CA	Public	The Certificate in College Counseling is available through University of California, Riverside Extension, a continuing higher education provider. The program is designed for practicing teachers, school counselors, college admission professionals, and others interested in gaining preparation in postsecondary counseling.
University of Massachusetts, Amherst	MA	Public	The College of Education is NCATE-accredited and places an emphasis on research with five interdisciplinary research centers and four research journals. The Department of Student Develop houses school counseling programs and offers both a master's and an education specialist degree option.
University of Minnesota	MN	Public	The counseling program in the College of Education and Human Development has American Psychological Association (APA) accreditation. The Department of Educational Psychology offers a master's program in Counseling and Student Personnel Psychology.
University of North Florida	FL	Public	The School Counseling Program is housed under the Department of Leadership, School Counseling, and Sport Management at the NCATE-accredited College of Education and Human Development. Students have the option of completing requirements for Florida State Department of Education Certification in School Guidance/Counseling.
University of North Carolina	NC	Public	The School Counseling Program holds international approval (IRCEP), and is accredited by both CACREP and North Carolina. Graduates must complete additional requirements before gaining state licensure.
Vanderbilt University	TN	Private	Seven Peabody College of Education programs ranked in the top 10 for the *U.S. News & World Report* 2017 rankings. The master's in Human Development Counseling offers specialization in Clinical Mental Health Counseling and School Counseling. Both programs are CACREP accredited.
Xavier University	OH	Private	School counselor training is completed under the Counseling Department at the College of Social Sciences, Health and Education Counseling. The school counseling program meets course requirements for several states including OH, KY, and IN. The program has CACREP accreditation

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APPENDIX C: COURSE TEXTS

Note: Texts in bold appeared were used by two courses; all others were used by one course each.

American School Counselor Association. (2004). *The ASCA national model workbook*. Alexandria, VA: Author.

American School Counselor Association. (2005). *The ASCA national model: A framework for school counseling programs (2nd ed.)*. Alexandria, VA: Author.

American Psychological Association. (2009). *Publication Manual (6th ed.)*. Washington, DC: Author.

Amundson, N. E., Harris-Bowlsbey, J. H., & Niles, S. G. (2014). *Essential elements of career counseling (3rd ed.)*. Saddle River, NJ: Pearson Education.

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Cobia, D. C., & Henderson, D. A. (2007). *Developing an effective and accountable school counseling program (2nd ed.)*. Upper Saddle River, NJ: Pearson Education, Inc.

Center for Student Opportunity. (2010). *College access & opportunity guide*. Bethesda, MD: Author.

The College Board. (2012). *College counseling sourcebook: Advice and strategies from experienced school counselors (7th ed.)*. New York, NY: Author.

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Conley, D. T., & McGaughy, C. (2012). College and career readiness: Same or different? *Educational Leadership*, 69(7), 28-34.

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Curry, J., & Milsom, A. (2014). *Career counseling in P-12 schools*. New York, NY: Springer Publishing Company.

Cushman, K. (2006). First in the family: *Your college years, advice about college from first-generation students*. Providence, RI: Next Generation.

Dahir, C. A. (2004). Supporting a nation of learners: The role of school counseling in educational reform. *Journal of Counseling and Development*, 82(3), 344.

Davis, S., Jenkins, G., & Hunt, R. (2003). *The pact: Three young men make a promise and fulfill a dream*. New York, NY: Riverhead.

Dimmitt, C., Carey, J. C., & Hatch, T. (2007). *Evidenced-based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin Press.

Erford, B. T. (2014). *Transforming the school counseling profession (4th ed.)*. Upper Saddle River, NJ: Pearson Education, Inc.

Gibbons, M., & Shoffner, M. (2004). Prospective first-generation college students: Meeting their needs through social cognitive career theory. *Professional School Counseling*, 8(1), 91.

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Krumboltz, J., & Worthington, R. (1999). The school-to-work transition from a learning theory perspective. *Career Development Quarterly*, 47(4), 312-325.

Mamlet, R., & VanDeVelde, C. (2011). *College admission: From application to acceptance, step by step.* New York, NY: Three Rivers.

Marcus, D. (2010). *Acceptance: A legendary guidance counselor helps seven kids find the right colleges-and find themselves.* New York, NY: Penguin.

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NACAC. (2014). *Fundamentals of college admission counseling: A textbook for graduate students and practicing counselors (4th ed.).* Washington, DC: Author.

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APPENDIX D: COURSE OBJECTIVES

The table below presents course objectives as listed on either the course syllabus or website description.

California State University, Northridge, College of Education	EPC 687: College Counseling, Selection, & Technology	Objectives:
		1. Become familiar with a range of college guidance information that is appropriate for school settings and pertinent to state admission requirements.
		2. Develop a working knowledge of K-12 school systems and how they influence college admission trends and options in specific school settings.
		3. Develop skills in using academic and postsecondary attainment statistical references (including websites) in order to develop appropriate strategies and interventions appropriate for school and community settings.
		4. Develop strategies and interventions for utilizing technology in school settings.
		5. Develop and demonstrate an understanding of strategies, specific techniques, and information sources enabling school counselors to assist students in selecting appropriate post-secondary options.
California State University, Northridge, College of Education	EPC 688: Measurement and Assessment in School Settings	Objectives: Upon completion of this course, students will be able to:
		• Identify the skills and dispositions P-12 students need to acquire for career and college readiness
		• Enumerate federal policies and initiatives that highlight the importance of P-12 student career and college readiness
		• Demonstrate the knowledge, skills, and awareness necessary to effectively provide career counseling and interventions in P-12 settings
		• Identify how career development theories relate to lifespan development theories and developmental milestones and tasks
		• Develop a core counseling curriculum in P-12 schools that addresses students' career development needs
		• Take a multi-systemic approach to career and college readiness, including classroom core counseling curriculum, small group counseling, individual academic advisement, parent workshops, teacher in-service, grade level activities, and more
		• Identify factors relevant to choosing assessment instruments for P-12 students
		• Articulate the importance of providing assessment results and use reliable and credible evaluation procedures
		• Explain to teachers, administrators, and parents how to promote career development in the school environment, classroom, and at home
		• Familiarize P-12 students and stakeholders with personal, social, and academic skills necessary for career development, such as financial literacy and self-regulatory behaviors
		• Demonstrate knowledge of ethical issues and concerns that may arise when delivering career interventions in P-12 settings.

Fresno Pacific University, School of Education	PPC 700: Comprehensive Counseling and Guidance	Objectives: Create and deliver a guidance curriculum lesson plan that supports student learning demonstrating skill in writing guidance lesson plans and using classroom guidance techniques. • Create and describe the Delivery System of a comprehensive guidance and counseling program that promotes positive and supportive relationships when counseling, administration/teacher collaboration and consultation, advocacy, and peer counseling • Create and describe the Foundation for a comprehensive guidance and counseling program as outlined in the ASCA National Model for School Counseling Programs indicating the importance of professional organization affiliation and professional development. • Create and describe the Delivery System for a comprehensive guidance and counseling program as outlined in the ASCA National Model for School Counseling Programs that advocates for the development of school support programs and services that promote high academic attainment and learning success. • Create and describe the Management System for a comprehensive guidance and counseling program as outlined in the ASCA National Model for School Counseling Programs including Curriculum and/or Intentional Guidance Action Plans.
Fresno Pacific University, School of Education	PPC 702A: Academic Planning	Objectives: Design an academic lesson plan that contributes to student learning and academic achievement outlining classroom guidance techniques and also crosswalks with ASCA National Standards as well as state adopted core curriculum standards and frameworks. Analyze and evaluate high school transcripts applying/interpreting high school graduation and a variety of post-secondary admission requirement criteria and develop an Academic Graduation Evaluation Plan.
Fresno Pacific University, School of Education	PPC 703: Prevention and Intervention for Achievement	Objectives: • Create and deliver a data-driven guidance counseling module (Flashlight), and report results modeling the transforming role of the school counselor. • Create and describe disaggregated data for targeted groups of students to define problems. • Create and model how data can be used to plan, monitor, evaluate, and modify interventions by using assessment and surveys. • Create and describe an evaluation plan to evaluate a research based, data-driven counseling intervention.
Fresno Pacific University, School of Education	PPS 708: Counseling for Diversity	Objectives: • Recognize the effect of class, identity, ethnicity, gender, and language differences on educational opportunities for all students. • Demonstrate awareness of the effect of one's own values and biases on the manner of providing services to students from differing backgrounds. • Demonstrate an understanding of individuals from different cultural and ethnic backgrounds. • Demonstrate knowledge of how social and cultural influences in the school environment affect delivery of pupil services.
Lewis & Clark College, Graduate School of Education and Counseling	SCED 503: Career Development and Consulting	Objectives: 1. Provide counselors in training with knowledge, skills, and attitudes necessary to positively impact career development and equitable opportunities for all students, including under-served and under-represented populations; 2. Demonstrate skills in solution-focused, cognitive-behavioral, person-centered, and reality/choice counseling approaches as they pertain to career development of children and adolescents; 3. Utilize the National Standards Career Competencies to guide the development of a variety of activities and resources to enhance career success for all students; 4. Demonstrate knowledge of the Developmental Assets (from the Search Institute) as they can be used to enhance career achievement; 5. Demonstrate an understanding of career development theories and career trends; 6. Demonstrate consultation skills in conferencing with students, parents, and faculty; 7. Demonstrate an understanding of measurement instruments used in career counseling and their strengths and weaknesses; 8. Demonstrate comprehension of computer guidance and information systems that are used for career and college search processes, financial aid, career trends, etc.; and 9. Design a career guidance unit targeted to a particular grade level.

Lewis & Clark College, Graduate School of Education and Counseling	SCED 565: College Planning: College Knowledge for All Students	Objectives: 1. Understand the developmental issues of high school students as they plan their futures, 2. Be knowledgeable about the legal and ethical standards relating to college counseling, 3. Be able to assist students and their families in researching college options, applying to college, and making college choices that reflect their desired outcomes, and 4. Be able to design and implement elements of a college-going culture in any PK-12 public school.
Rice University, Glasscock School of Continuing Studies	Fundamentals of College Counseling Online Program	Objectives: WEEK ONE: Intro to College Counseling This module provides an overview of the role of a college counselor. Topics include an overview of the responsibilities of a college counselor, the critical role of the college counselor in schools and in the community and the foundational elements that a college counseling program must include to be successful. WEEK TWO: Exploring Colleges This module outlines how to research colleges both remotely and in-person. Participants will learn what they should focus on during campus visits, who to make contact with during the visit, how to maintain relationships with critical university partners, and the most productive ways to assist students during their visits to college campuses. WEEK THREE: Financial Aid and Scholarships This module explores the financial aid process and how to best identify need-based financial aid, grants and scholarships. An overview of the most beneficial scholarship search tools and application do's and don'ts will be addressed. WEEK FOUR: The Admissions Process This module explains the essentials of the undergraduate admissions process. Participants will learn how and why colleges make admissions decisions. Additionally, this module examines how a university's institutional goals can impact admission decisions.
Rice University, Glasscock School of Continuing Studies	Managing the College Admissions Process Online Program	Objectives: WEEK ONE: Managing Student Communications Helping students navigate the college search process is the primary responsibility of the college counselor. This module will examine issues and scenarios faced by a college counselor in advising students applying for undergraduate admission. WEEK TWO: Managing Parental Communications Parents remain one of the key influences in the decision making of the college-bound student. This module explores the social, psychological, cultural, and financial issues that college counselors encounter in working with the parents of the college bound students. WEEK THREE: Managing Communications with Secondary School Colleagues and Undergraduate Admission Officers College counselors rely on the efforts of other educators in their work with students. This module discusses ways to coach and support faculty and administrators to foster partnerships with the aim of creating and maintaining a strong college-going culture within a school community. Topics include advising colleagues about the college search process, helping faculty craft letters of recommendations, and maintaining contact with undergraduate admissions officers on the college side. WEEK FOUR: Communication Scenarios within College Counseling This capstone module will highlight common and uncommon issues that a college counselor may encounter in working with students, parents, education colleagues, and undergraduate admissions officers. Students will be given scenarios and asked on how best to respond and communicate with the other key players within the college search process in live online sessions with the instructor and fellow classmates.

Rice University, Glasscock School of Continuing Studies	Understand the Needs of Aspiring First-Generation College Students Online Program	Objectives: WEEK ONE: Who are First-Generation College Students? This module will provide an overview of first-generation college students as defined by the students themselves. The self-defined approach allows a greater number of students with varying and unique situations obtain the resources needed for their success. Topics will include statistical insights into this ever-growing population along with the general trends and demographics of first-gens and future first-generation college students. WEEK TWO: Parents, Stories, Culture This module will discuss the impact parents have in shaping their students' views of themselves and their futures and the power of culture in influencing the autobiographical stories students carry with them. Participants will learn the critical importance of seeking to merge these components of the student's identity with a college-going identity in a way that does not disregard the student's sense of self. WEEK THREE: The Struggles of First Generation College Students This module will explore the most prevalent challenges facing first generation college students as they transition from high school to college. Participants will learn how to better prepare their students for success in college by addressing issues related to college knowledge, college culture, and financing college. WEEK FOUR: Resources and Strategies for Working with Future First Generation College Students In this module, participants will utilize free, relevant, and practical resources for helping their future first generation college students take advantage of every opportunity available to them. Online and in-class activities will be discussed as well as why it is worth the effort to ensure every student has the chance to achieve their college dreams.
San Diego State University	CSP 645: College Planning and Career Development P-16 (Course Replacement)	Objectives: 1. Understand college and career educational landscape 2. Understand the ethical responsibilities for school counselors in college and career-readiness 3. Demonstrate competency of transcript review analysis 4. Demonstrate competency in performing student academic planning 5. Demonstrate competence in the college application process for state and private institutions 6. Demonstrate ability to effectively utilize student data base systems in academic and career planning 7. Utilize technology skills to research and create a virtual college and career website 8. Demonstrate knowledge and awareness of challenges and opportunities for youth of color in the college and career planning process 9. Demonstrate skills in creating and delivering a parent presentation on college and career readiness topics
Springfield College	PYSC 640: Counseling the College Bound Student	Objectives: 1. Examine our own beliefs about college access and college/career readiness. We will explore and reflect upon our own educational experiences, biases, and socio-cultural lenses regarding college access and post-secondary education. A critical awareness of our own standpoints and educational backgrounds is an essential step in considering and understanding the multitude of experiences of our students and their experiences with both the college preparation and college planning process. 2. Examine the educational experiences of others. We will extend our imagination and stretch our empathic sensibilities to "step into the shoes" of students, teachers, parents and guardians and administrators who are focused on college access. We will encounter a collection of perspectives on college access through several course components including participating in an ongoing on-line conversation with school counselors, students and others who serve children. These relationships will allow us to potentially conduct original research and ask pointed questions about the issues that we study here. We will also have the opportunity to visit an urban school focused on college access and shadow students. The goal of will be to seek an authentic appreciation of what it's like to be educated in a school that has sufficiently created a college going culture for students, teachers, parents, and school administrators. 3. Develop and practice skills imperative to making change in schools and providing college access to a full range of students as a school counselor and leader. We will learn about and begin to apply the tools, processes, and methods that activists, researchers, policymakers and educators use to identify and solve problems. We will practice the skills and values necessary for effective participation in the arena of college readiness and college access. We will strengthen our skills of collaborative inquiry and sharpen our capacity to present clear and convincing analysis in both writing and presentations. 4. Understand the interaction between educational, sociocultural forces, and college access. We will learn to examine educational issues as the product of interactions between a larger context (social, economic, political, ideological factors) and the actions and impulses of groups, institutions, and individuals. We will explore and discuss theories that explain how social and cultural forces present in the public school environment like race, class, culture, and socio-economic status shape the experience and fundamental opportunities available for high school students. We will problematize choice theory and explore college-going culture theory. 5. Probe why systemic improvement has been elusive. We will explore why improving college access and matriculation has proven difficult. We examine the general principles of reform and study several of the prominent reform initiatives currently underway in American education.

St. Thomas University, Biscayne College	EDU 663: Occupational and Educational Principles of Guidance	Objectives: A To examine and analyze career development theories and common occupational classification systems used in career life planning, as well as learn how to appropriately apply them to the understanding of individuals' life planning. B To incorporate issues related to the current workplace, employer demands, and the workplace of the future within counseling practice. C To study the concept of career development infusion and its application to classroom guidance. D To examine the special career-related needs of special population groups, including the disabled, adults in transition, juvenile offenders, and various ethnic minority groups. E To understand the concept of career planning as a lifelong experience, integrating the elements of work, family, leisure, and identity. F To identify and apply the various career resource materials, assessment instruments, and computerized programs used in vocational guidance and career counseling.	
University of North Carolina, School of Education	EDUC 704 Sect 001: Promoting College and Career Readiness	Objectives: theories and models of career development, counseling, and decision making • approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors • processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems • approaches for assessing the conditions of the work environment on clients' life experiences • strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development • strategies for career development program planning, organization, implementation, administration, and evaluation • strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy • strategies for facilitating client skill development for career, educational, and life-work planning and management • methods of identifying and using assessment tools and techniques relevant to career planning and decision making • ethical and culturally relevant strategies for addressing career development	• models of P-12 comprehensive career development • assessments specific to P-12 education • school counselor roles as leaders, advocates, and systems change agents in P-12 schools • school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies • school counselor roles in relation to college and career readiness • legislation and government policy relevant to school counseling • legal and ethical considerations specific to school counseling • design and evaluation of school counseling programs • core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies • use of developmentally appropriate career counseling interventions and assessments • strategies to facilitate school and postsecondary transitions • approaches to increase promotion and graduation rates • interventions to promote college and career readiness • strategies to promote equity in student achievement and college access • use of accountability data to inform decision making • use of data to advocate for programs and students
University of North Carolina, School of Education	EDUC 752 Sect 001: College Access and College Admissions Counseling	Objectives: PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients j. technology's impact on the counseling profession SOCIAL AND CULTURAL DIVERSITY h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination CAREER DEVELOPMENT g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy COUNSELING AND HELPING RELATIONSHIPS e. the impact of technology on the counseling process ASSESSMENT AND TESTING i. use of assessments relevant to academic/educational, career, personal, and social development RESEARCH AND PROGRAM EVALUATION i. analysis and use of data in counseling Relevant 2016 CACREP School Counseling	

Vanderbilt University, Peabody College of Education	HDC-6220 - Counseling for College Access, Admissions, and Completion	Objectives: Factual Knowledge – terminology, details and elements of college admissions counseling. Conceptual Knowledge – classifications and categories, principles, theories, models, and structures of college admission counseling practice and college access. Procedural Knowledge – appropriate skills required to counsel for college admissions and access; practice application of specific techniques and methods; learn and apply criteria for determining when to use appropriate procedures. Metacognitive Knowledge – evaluate existing theories and models to determine appropriate strategies for enhancing college access and helping students choose colleges and secure admissions; incorporate contextual and conditional knowledge in assisting with college search, access, and admissions; develop awareness of beliefs and biases regarding college and the admission process, and how this impacts work with students.
Xavier University, College of Social Sciences, Health and Education Counseling	Introduction to College Counseling	Objectives: 1. Demonstrate knowledge of the basics of college admission testing, including how to complete registrations forms for ACT and SAT and how to interpret scores for students and parents. 2. Increase their awareness of admission requirements for community colleges and public and private colleges and universities. 3. Learn effective and efficient ways to write letters of recommendation. 4. Increase their exposure to resources for counseling special populations (multicultural, international, students with disabilities, gifted, athletes). 5. Become familiar with the financial aid application process, including completion of the FAFSA and PROFILE forms. 6. Challenge their thinking by examining current issues and controversies as well as legal and ethical issues facing the college counselor. 7. Counsel students and parents within the framework of the Statement of Principles and Good Practices of the National Association for College Admission Counseling and the Ohio Association for College Admission Counseling
Xavier University, College of Social Sciences, Health and Education Counseling	COUN 538: Advanced School Counseling	Objectives: 1. Students will demonstrate the ability to identify appropriate methods to plan, develop, implement, and evaluate a comprehensive developmental school counseling program that includes student competency in the domains of a) academic development b) personal/social development and c) career development. • Assessment through CDSCP Group presentation 2. Students will identify strategies in curriculum design and demonstrate the ability to plan lessons, manage a classroom environment, and utilize instructional techniques for teaching counseling and guidance related material. • Assessment through classroom guidance assignment 3. Students will apply knowledge of concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student success, decrease dropout rates, and prepare students for postsecondary options and opportunities • Assessment through study skills small group assignment, school wide event assignment, and in-class small group activity 4. Students will identify and demonstrate the ability to use leadership, consultation, and collaboration skills to build partnerships with school personnel, families, and communities in an effort to locate community resources, and to enhance student development, well-being, and overall student achievement and success. • Assessment through school-wide event assignment, advisory board yearly calendar assignment, and presentation, in-class leadership assessment activity 5. Students will identify the skills and styles of leadership needed by a system change agent to design and coordinate a school counselor-lead school-wide event. • Assessment through school wide event assignment, in-class leadership assessment activity 6. Students will demonstrate the ability to use data to assess the effectiveness school counseling programs and student outcomes. • Assessment through survey for program effectiveness assignment, and group CDSCP presentation.

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APPENDIX E: REFERENCES

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