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Department of Counselor Education

**School of Education (SOE) Mission Statement…**

**The mission of the Seattle Pacific University School of Education is to equip educators for service and leadership in schools and communities by developing their professional competence and character, to make a positive impact on learning.**

**SOE Commitments**

* **Leadership**
* **Competence**
* **Service**
* **Character**

**Micah 6:8: And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God.**

School of Education

Autumn Quarter

 ***EDCO 6670 Introduction to School Counseling***

**Wednesdays, 5pm-7:35pm**

**(4 credits; CRN 12009)**

**Instructor:**

**Office Hours:**

\*Guest lecturer/speaker can visit without pre-announcement!

**Course Description:**

This course is designed to provide a general overview to the school counseling profession. It is also designed to provide an orientation to the roles and responsibilities of the school counselor. Functions related to guidance and counseling are examined.

Students will also have an opportunity to explore practically the field of school counseling and its major foci: counseling (individual and group), coordination, consultation, and large group guidance. The class should facilitate the process of life-long learn­ing by giving the student a strong foundation for one's profes­sional career. This course is one of the first in a sequence of school counseling core classes that should assist students to fulfill the mission statement of the SOE.

Moreover, this course is designed to expose many of the knowledge base criteria for Washington State ESA certification in school counseling according to [Washington Administrative Code (WAC) 180-78A-270](http://apps.leg.wa.gov/WAC/default.aspx?cite=181-78A-270) (see Appendix) and HB 1670 (2007) <http://apps.leg.wa.gov/billinfo/summary.aspx?bill=1670&year=2007>

**Course Objectives:**

* Students will understand history, philosophy, development, and core aspects of the school counseling program and school counseling profession (CACREP: 2.F.1.a, 5.G.1.)
* Students will learn and explore the constructs of multiple roles of school counselors, such as leader, educator, and social justice advocate addressed by the ASCA’s National Model for School Counseling Programs (CACREP: 2.F.1.b, 5.G.2.a)
* Students will understand process how the school counselors take multiple roles in a school system to advocate student populations (CACREP: 2.F.1.d)
* Students will explore current job market information relevant to opportunity for practice within the K-12 school counseling profession (CACREP:2.F.1,h)
* Students will use effectively computer-based technologies (e.g., access relevant websites, use email to communicate, conduct searches) to enhance learning and knowledge base (Knowledge and Skills; Analysis and Problem Solving; Communication; competence)

**Required Text:**

Erford, B. (2018). *Transforming the school counseling profession* (5th ed., Merrill counseling series). Upper Saddle River, N.J.: Pearson Education.

\*ISBN: 978-0134610597

**Online Readings (Available on Canvas)**:

American School Counselor Association (2020). The Role of a School Counselor: Infographic

Retrieved from: <https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/SCInfographic.pdf>

American School Counselor Association (2020). ASCA National Model Executive Summary

Retrieved from: <https://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Templates/Fourth-Edition/ANMExecutiveSummary-4.pdf>

Brott, P. E., & Myers, J. E. (1999). Development of professional school counselor

identity. *Professional School Counseling*, *2*(5), 339-348.

Bruce, A. M., Getch, Y. Q., & Ziomek-Daigle, J. (2009). Closing the gap: A group counseling

 approach to improve test performance of african-american students. *Professional School*

 *Counseling, 12*(6), 2156759. doi:10.1177/2156759X0901200603

Cinotti, D. (2014). Competing professional identity models in school counseling: A historical

perspective and commentary.*The Professional Counselor, 4*(5), 417-425.

doi:10.15241/dc.4.5.417

Collins, T. P. (2014). Addressing mental health needs in our schools: Supporting the role of

school counselors.*The Professional Counselor, 4*(5), 413-416. doi:10.15241/tpc.4.5.413

DeKruyf, L., Auger, R. W., & Trice-Black, S. (2013). The role of school counselors in meeting

students’ mental health needs: Examining issues of professional identity. *Professional*

 *School Counseling*, *16*(5), 2156759X0001600502.

Lambie, G. W. & Williamson, L. L. (2004). The challenge to change from guidance counseling

to professional school counseling: A historical proposition. *Professional School*

*counseling,* 8(2), 124-130

**Canvas:**

1. As identified in section A.14. of the Ethical Standards for School Counselors (ASCA, 2016), technology is an important aspect of the school counseling profession. To support this opportunity for growth for future professional school counselors, the school counseling program utilizes both the Weebly Sites and Canvas to integrate technology.
2. If you have questions regarding canvas or topics related to technology (not course specific), please contact etmhelp@spu.edu or call 206.281.2170.
3. This course does require that you are familiar with Weebly Websites and Canvas as indicated in the syllabus. Successful course completion requires use of both.

**Course Requirements:**

1. **Class Attendance and Participation**: (15% of final grade)

Attendance at all classes is an essential part of the learning process. If you miss a class, it cannot be made up. Therefore, class attendance is required. If more than two classes are missed for any reason, your grade will be affected and you may be required to have a conference with the instructor regarding possible withdrawal from the course.

While attendance is expected and essential, it does not necessitate participation. Participation in classroom activities is expected from all students. Although you are not required to share your own personal experiences, I encouraged you to challenge those moments of discomfort where you can gain a deeper understanding of your emotions and values as a beginning counselor. Alongside the lecture and reading material, I expect this class to be experiential. You are Professional behavior is an expectation of this course. Please complete the assigned readings (see course schedule in the syllabus) prior to each class meeting. If you are unable to attend class, please arrange to obtain class notes, handouts, etc. from a classmate and notify your instructors before class. Students will self-assess their participation in this course and submit their evaluations by 4:30 PM on Wednesday, December 1st.

1. **Weekly self-care log (**5% of final grade) must be done by 4:30 PM on Wednesday. 1) Think what makes you happy and relaxed, 2) Make plans to take care of your physical, spiritual, and mental health, 3) Do something at least 15 minutes, and 4) Log what you’ve done. No minimum length, APA format is not required.
2. **Field Practice: Interviews and Reflection paper:** (45% of final grade)

You are required to interview three (3) school counselors working variety of school settings. In this way, you can obtain an excellent overview of school counseling from the “inside”. You will also be able to identify several “good” opportunities for potential practicum and internship sites. You are encouraged, but not limited to, use zoom or any form of telecommunication services to conduct your interviews.

Your interviews will need to consist of at least 45min to 1 hour where you discuss the experiences of a professional school counselor. You are required to interview a professional in each school types; one elementary, one middle school, and one high school. You should vary your locations from rural to inner-city schools. Please put your contact form in the front of your summary notes.

Online tool to search rural, inner-city, or suburban schools: <https://nces.ed.gov/ccd/schoolsearch/index.asp>

1. **Interview Contact Form (5%**): You will need to keep a contact form (see the form in Canvas) of the identified professionals you have chosen to interview. You must interview at least one school counselors across each school type (e.g. elementary, middle or high school).
2. **Interview Questions/Summary Notes (10%):** While interviewing counselors, please follow along the interview questions and jot down summary notes of the interview process (see form on Canvas). There is no set length or note format, but more comprehensive notes will earn more points. Typing of your notes is preferred but optional. Please write down the counselor's name along with the date/times observed, school name, and grade level(s) for each interview This portion of the assignment is designed build your professional network. Use this experience to openly ask the school counselor to assess their personal experiences on the job and explore the current job market includes practicum and internship (CACREP:2.F.1,h). Include questions regarding the benefits and struggles of being a school counselor and their personal thoughts about the ASCA’s National Model and the barriers of implementation they face or would face in their school.
3. **Interview Reflection Paper (30%)** Based on your interview experience, please write an 5-7 page paper (excluding title page and reference page) using APA (7th Ed.) format, which analyzes and critiques your school-based experiences. No abstract is required. Grading Criteria for Interview Paper will be based on:

(1) The quality/depth of your responses to the questions below,

(2) Your ability to integrate the text and readings with your interview experiences, and

(3) Your overall writing skills, including use of APA style for writing and formatting.

KEY components of interview paper. Please include an introductory paragraph briefly summarizing who you interviewed and then discuss these specific topics in your paper: (Please provide specific examples from your observation experiences to illustrate each area below.)

Based on class, your readings, and your interactions, describe what the school counselor’s role in schools are. Make sure to reflect on the school counselor’s role with respect to the ASCA National Model, the Washington Framework, and the Washington School Counselor Benchmarks.

How does the experienced school counselor roles compare with the ideal counselor presented in class and in our text? (Cite specific examples of roles and activities from the text and readings and compare them with what you observed. In other words, how does the real world of schools “align” with what you learned about school counseling in this course?)

What surprised you most about your interview experiences?

What surprised you most about what you learned in class?

What are your feelings about the career of school counseling after seeing it in action?

1. **Creating professional website** (25%). This assignment (a) is the first step to establishing a professional webpage; (b) serves as opportunity to enhance your technology skills; and, (c) serves as a “self-marketing” tool as you look for positions in schools. In the third year of the program, you’ll be expanding this Weebly website. (150 total points)

Please use our classroom presentations, articles, and/or websites (with active links) as background information. Always cite/reference your sources using APA formatting (7th edition).

Please include the following seven web pages:

1. Home page (include your name, photos, your personal mission as a professional school counselor, etc.); make it look professional (5 points)
	1. Contact page (contact information- can be on the home page or a separate page)
2. Comprehensive School Counseling Program: Brief explanation of and clear rationale for why counselors need a comprehensive school counseling program. Also include brief summary of and links to ASCA (2012) national model, Washington State Framework for Comprehensive Guidance and Counseling. & PESB standards (20 points) (CACREP: 2.F.1.a, 5.G.1.a.)
3. Developmental Domains: Begin the page with a summary of the key developmental domains: Academic, personal/social, and career development (35 points).
	1. Underneath this summary,
		1. Find at least 3 separate research articles that provide empirical support for how school counselors can help students in the 3 areas, the articles may overlap on their topics.
		2. When posting, first please provide the reference in APA format and then a summary of each article, emphasizing its key take-home points for school counseling practice (i.e., how do they inform school counselors on how to improve practice in academic/education, personal/social, career).
4. Professional Organizations: Provide a brief synopsis of ACA, ASCA, WCA, & WSCA Associations in regards to how they can be of specific support/use to school counselors (include links & images) (20 points)
5. Resources: Provide three resource pages (with at least three resources each) that relate to fostering healthy social-emotional development and learning; include one page for students, teachers, and parents, respectively. Include a brief description of the social-emotional resource, how it is applicable to ES, MS, and/or HS levels, and working links. (30 points total) : students (10 points), teachers (10 points), parents (10 points)
6. Roles & Responsibilities: Summarize the key roles and responsibilities of a contemporary school counselor in comparison to counselors from first years of the profession (1900s to current). Please include information from WACs and ASCA as a way of contrasting the roles and functions. (10 points) (CACREP: 2.F.1.b, 5.G.2.a)
7. Theories: Summarize the key theories and their proponents undergirding comprehensive school counseling. (e.g., systems, developmental?). At a minimum, 3 theories should be posted (think back to your Systems Theory class). (30 points)

\*Please add me (shannonj@spu.edu) as an editor/admin (located under settings), which will give me access to make comments on your page.

1. **Reach Higher Activity (5%)**. a) Watch the video of former FLOTUS Michelle Obama addressing school counselors at the ASCA Conference in 2014. (<http://www.schoolcounselor.org/school-counselors-members/professional-development/annual-conference/2014-conference-webstream/first-lady-s-address>). b) Show this video to your two or more supporters and present what kind of role you will take as school counselor in the future. Get a message of support/encouragement from them.

In the discussion forum please discuss:

1. Your thoughts and impressions about the speech. (5 points)
2. What do you think about the "Reach Higher" initiative and available resources? Explore the national and Washington State websites: <http://www.whitehouse.gov/reach-higher>

http://www.wcan.org/reach-higher. (10 points)

**EVALUATION**

In a glance:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Item | Percentage | Due date |
| 1 | Self-Evaluation of attendance, Class discussion, Out-of-class activities | 15% | Week 11 |
| 2 | Weekly self-care log | 5% | Ongoing, Week 11 |
| 3 | Interview Contact Form | 5% | Week 10 |
| 4 | Interview Questions Summary | 10% | Week 10 |
| 5 | Interview Reflection Paper | 30% | Week 10 |
| 6 | Creating Professional Website  | 30% | Ongoing, Week 10 |
| 7 | Reach Higher Activity | 5% | Week 10 |
| **Total** | **= 100%** |  |

**Grading Scale:**

94-100 = A; 90-93 = A-; 87-89 = B+; 84-86 = B; 80-83 = B-; 77-79 = C+; 73-76 = C

Per program requirements, you must receive a B or higher grade in this course for course credit.

**TENTATIVE COURSE SCHEDULE**

*\*This schedule is flexible and should be viewed as a guide for course activities over the semester. The instructor may make adjustments at any time to meet the needs of the class. The class will always be informed when any changes are made.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Dates** | **Tentative Topic(s) for Class** | **Reading for Week** **and Due Dates for Assignments** |
| W1 |  | * Course introduction
* What is school counseling?
* Other relevant info (journals, ASCA, WSCA)
* Surviving and thriving in the program
* What does a school counselor do? Overview of key roles and functions of a contemporary school counselor.
 | \* Brott & Myers, 1999 Lambie, G. W. & Williamson, L. L. (2004). * \* A Nation at Risk: <http://www2.ed.gov/pubs/NatAtRisk/risk.html>
* \* Elementary and Secondary School Act (ESEA)
* <http://www.ed.gov/esea>
 |
| W2 |  | * Historical overview of school guidance and counseling and introduction to the systemic-developmental approach and supporting the personal, social, academic, and career development.
* Searching schools and contact school counselors for the observation activity.
 | \*Erford (2018), chapter 1\*Erford (2018), chapter 5* ASCA School Counselor Competencies: <https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>
* Role of the School Counselor:

<http://www.schoolcounselor.org/administrators/role-of-the-school-counselor.aspx>* WAC 180-78A-270 see syllabus’s Appendix
* HB 1670 see syllabus’s Appendix

**DUE: Weekly Self-Care Log** |
| W3 |  | * Role: To coordinate comprehensive school counseling program
* The ASCA National Model (ASCA, 2005, 2012)
* The ASCA domains and themes
* Washington Framework for Comprehensive Guidance and Counseling
 | \* Erford (2018), chapters 2 & 3\* Visit and explore websites (see appendix on page 12):* ASCA National model
* ASCA website
* PESB – School Counselor Benchmarks
* Resources for Comprehensive Guidance and Counseling from OSPI

**DUE: Weekly Self-Care Log** |
| W4 |  | * Role: To act with professionalism
* MTSS
* Ethical issues, CPS
* Weebly Website
 | \* Erford (2018), chapters 4 & 6<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>\* Visit and explore websites (see appendix on page 12):* Washington School Counselor Association
* Washington Framework for Guidance and Counseling

**DUE: Weekly Self-Care Log** |
| W5 |  | 4:30pm -7:05 pm– Library Resources Session will be led by Ms. Cindy Strong(meet in the classroom first and move to the library tour together) Please Bring your laptop | * Any assigned reading from Cindy Strong for the week in preparation for the library session

**DUE: Weekly Self-Care Log** |
| W6 |  | * Role: To act with professionalism
* Ethical issues, legal issues, competency (multicultural, technology, etc), leadership, and involvement in and future of profession
 | \* Erford (2018), chapters 7 & 8\* ASCA's Ethical Standards for School Counselors (2016) see:**\* Website sections 1, 4, & 6 ready for input****DUE: Weekly Self-Care Log** |
| W7 |  | * Role: To provide student academic and career development
* What does research say about school counseling effectiveness?
* Present in groups reading from the week (groups of 3).
 | \* Erford (2018), chapters 11 & 12\*Academic and career development reading from <https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/Effectiveness.pdf><https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>**\*Website sections 2 & 7 ready for input****DUE: Weekly Self-Care Log** |
| W8 |  | * Role: To provide counseling services (individual, small-group, peer, and family issues) school counseling program
* Plan and facilitate developmental classroom guidance
 | \* Erford (2018), chapter 13 & 10, Collins, 2014; DeKruyf et al., 2013**DUE: Weekly Self-Care Log****\*Website sections 3 & 5 ready for input** |
| W9 |  | * Professional identity as a school counselor
* Out of Class Activity: Reach Higher
 | \* Erford (2018), chapter 14 & 15; Cinotti, 2014\* Read ASCA National Model executive summary at: <https://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Templates/Fourth-Edition/ANMExecutiveSummary-4.pdf>’https://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Templates/Fourth-Edition/FourthEditionChanges.pdf<https://www.whitehouse.gov/reach-higher>**DUE: Weekly Self-Care Log** |
| W10 |  | * LAST CLASS MEETING
* Role: To support/assist students and their families with personal-social and related challenges
 | \* **Website ready for final grading (any final edits/revisions)** due by 4:30 PM\* **Interview Contact Form** due by 4:30 PM \* Reach Higher discussion post due by 4:30 PM**\* Interview Questions/Summary Notes** due by 4:30 PM\* **Interview Reflection Paper** due by 4:40 PM**DUE: Weekly Self-Care Log** |
| W11 |  |   \* **Self- Eval of participation, & reading & website** due by 4:30 PM   |

***Course Evaluation***

It is my hope that you will participate in an online evaluation of this course and its instructor(s) in a thoughtful and constructive manner.  The evaluation data is used to make improvements in the course, and your feedback is considered when selecting textbooks, designing teaching methods and preparing assignments.  Courses are evaluated using the Banner Course Evaluation System.  All answers are completely confidential - your name is not stored with your answers in any way. In addition, your instructor(s) will not see any results of the evaluation until after final grades are submitted to the University.

***Methods of Instruction and Course Organization***

This is an introductory and survey course where the primary modes of instruction will be a mixture of instructor presentation, classroom discussion, demonstration/practice, and cooperative learning activities. To augment the class topics, videos and guest speakers may be used, as well as a field-based observation experience.

**2016 CACREP Standards**

|  |  |  |  |
| --- | --- | --- | --- |
| CACREP Standard | Coverage in Course | Date | Assessment |
| 2.F.1.a history and philosophy of the counseling profession and its specialty areas | LectureIn-Class Discussion |  | Class Participation Professional Website |
| 2.F.1.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 | LectureIn-Class Discussion | Weekly | Class Participation Professional WebsiteObservation Reflection Paper |
| 2. F. 1. d. the role and process of the professional counselor advocating on behalf of the profession  | Readings | Weekly | Observation Reflection Paper |
| 2. F. 1. m. the role of counseling supervision in the profession  | Readings |  | Class participation |
| 2. G. 2. n. legal and ethical considerations specific to school counseling  | Readings |  | Class ParticipationObservation Reflection Paper |
| 5.G.1.a history and development of school counseling | LectureReadings |  | Class Participation |
| 5.G.2.a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools | LectureReadings |  | Class Participation |
| 5. F. 1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling  | LectureIn-Class Discussion |  | Class Participation |

**Fall 2020 COVID-19 Statement**

Reducing the risk of infection on campus is a shared responsibility, and everyone needs to do their part. As such, all employees, students, and guests to campus are required to uphold SPU’s culture of care by complying with University policies and posted signs regarding COVID-19 mitigation measures and actively engaging in behaviors that promote each other’s health and well-being.

The following health and safety expectations apply to all classes held in person during the 2020 Autumn Quarter:

1. **Complete daily screening**. Each day, students, employees, visitors are expected to complete a self-attestation process when on campus. This process is quick and easy via the QR code listed on posters at each building entrance or through your [Banner account](https://login.spu.edu/idp/profile/cas/login?execution=e1s2).
2. **Cover your face.** Cloth masks, bandanas, scarves, etc. are required on campus. Covering should reach from just below the bridge of your nose to under your chin.
3. **Wash your hands and cover coughs.**Wash your hands often with soap and water for at least 20 seconds. If unavailable, use hand sanitizer. Avoid touching your face and eyes and cough or sneeze into your elbows (not your hands).
4. **Keep 6’ distance**(a little more than the length of a bike). Maintain at least six feet of distance from others at all times, except in passing.
5. **Clean and sanitize.**High-touch surfaces are sanitized frequently. Sanitizing wipes are provided in classrooms and other central locations. Please wipe down shared surfaces before use.
6. **Feel sick?** Please stay home if you have any of the following symptoms: Fever, shortness of breath, cough, chills, muscle pain, headache, sore throat, loss of taste or small, nausea, vomiting, or diarrhea.
7. All students who exhibit these symptoms associated with COVID-19 should notify [SPU Health Services](https://spu.edu/administration/health-services/contact) and (for residential students) their Residence Life Coordinator as soon as possible to make appropriate arrangements, which may involve quarantine or isolation on or off-campus.
8. If you have a COVID-19 related absence, please notify your faculty member at your earliest convenience. They will be able to provide you with details on their specific attendance policy for the course and possible options for make-up work.

Students who fail to adhere to University safety protocols will be asked to leave the classroom and may face additional disciplinary action under SPU’s [Student Standards of Conduct](https://spu.edu/administration/office-of-student-life/handbook/behavioral-community-expectations/student-standards-of-conduct), section 11.4. Please regularly visit the [SPU Smart Start website](https://spu.edu/administration/smart-start) for the most complete and up-to-date information regarding [COVID-19 Health and Safety Expectations](https://spu.edu/administration/resuming-campus-operations/health-safety-guidelines).

**SPU ACADEMIC & SAFETY POLICIES**

**Academic Integrity Policy**: Students are expected to follow the standards of scholarship explained in the most recent Graduate Catalog. The penalty for any proven or admitted infraction of these standards will be a course grade of F.

**Disability Support Services:** If you have a specific disability that qualifies you for academic

accommodations, please contact Disabled Student Services in the Center for Learning to make your accommodations request. Once your eligibility has been determined, Disabled Student Services will send a letter to your professors indicating what accommodations have been approved.

**Inclement Weather School Closure Policy:** Full Closure means that all classes are canceled and all offices are closed. The Library, Campus Dining Services and the Student Union Building will be operational on a limited schedule. For Evening Classes and Events: Allowing for weather changes during the day, a decision will be made by 2:00 p.m. for evening classes and events. Call the Emergency Closure Hotline for the updated information. The Emergency Closure Hotline (206) 281-2800 always provides current and complete information.

**Emergency Preparedness Information:**

**Report an Emergency or Suspicious Activity**

Call the Office of Safety and Security to report an emergency or suspicious activity by dialing 206-281-2911 or by pressing the call button on a campus emergency phone. SPU Security Officers are trained first responders and will be dispatched to your location. If needed, the SPU Dispatcher will contact local fire/police with the exact address of the location of the emergency.

**SPU-Alert System**

The SPU-Alert System is SPU’s emergency notification system. It can send information via text

message, email, electronic reader board, computer pop-ups (for SPU computers), loudspeaker, and recorded cell phone messages. Text messaging has generally proven to be the quickest way to receive an alert about a campus emergency. In order to receive text messages from SPU-Alert, you must provide SPU with your cell phone number through the Banner Information System on the web, https://www.spu.edu/banweb/. Select the Personal Menu then choose the Emergency Alert System tab. Contact the CIS Help Desk if you have questions about entering your personal contact information into the Banner Information System. Emergency announcements may also be made by SPU staff members serving as Building Emergency Coordinators (“BECs”).

**Lockdown / Shelter in Place – General Guidance**

The University will lock down in response to threats of violence such as a bank robbery or armed

intruder on campus. You can assume that all remaining classes and events will be temporarily suspended until the incident is over. Lockdown notifications are sent using the SPU-Alert System.

If you are in a building at the time of a lockdown:

\* Stay inside and await instruction, unless you are in immediate visible danger.

\* Move to a securable area (such as an office or classroom) and lock the doors.

\* Close the window coverings then move away from the windows and get low on the floor.

\* Remain in your secure area until further direction or the all clear is given (this notification will be sent via the SPU-Alert System).

If you are outside at the time of a lockdown:

\* Leave the area and seek safe shelter off campus. Remaining in the area of the threat may expose you to danger.

\* Return to campus after the all clear is given (this notification will be sent via the SPU-Alert System).

**Evacuation – General Guidance**

Students should evacuate a building if the fire alarm sounds or if a faculty member, a staff member, or the SPU-Alert System instructs building occupants to evacuate. In the event of an evacuation, gather your personal belongings quickly and proceed to the nearest exit. Most classrooms contain a wall plaque or poster on or next to the classroom door showing the evacuation route and the assembly site for the building. Do not use the elevator.

Once you have evacuated the building, proceed to the nearest evacuation assembly location. The “Stop. Think. Act.” booklet posted in each classroom contains a list of assembly sites for each building. Check in with your instructor or a BEC (they will be easily recognizable by their bright orange vests). During emergencies, give each BEC your full cooperation whenever they issue directions.

Additional information about emergency preparedness can be found on the SPU web page at

http://www.spu.edu/info/emergency/index.asp or by calling the Office of Safety and Security at 206-281-2922.

Appendix

**WAC 181-78A-270 and HB 1670 - 2007-08**

## Source: <http://apps.leg.wa.gov/WAC/default.aspx?cite=181-78A-270>

# Approval standard — Knowledge and skills.

(4) **SCHOOL COUNSELOR.** School counselor candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete formalized learning opportunities, including an internship, in an approved program that includes:

(a) **Successful demonstration of standards:**

(i) **School counseling program:** Certified school counselors develop, lead, and evaluate a data-driven school counseling program that is comprehensive, utilizes best practices, and advances the mission of the school.

(ii) **Student learning and assessments:** Certified school counselors use their knowledge of pedagogy, child development, individual differences, learning barriers, and Washington state learning requirements to support student learning. They work effectively with other educators to monitor and improve student success.

(iii) **Counseling theories and technique:** Certified school counselors use a variety of research-based counseling approaches to provide prevention, intervention, and responsive services to meet the academic, personal/social and career needs of all students.

(iv) **Equity, fairness, and diversity:** Certified school counselors understand cultural contexts in a multicultural society, demonstrate fairness, equity, and sensitivity to every student, and advocate for equitable access to instructional programs and activities.

(v) **School climate and collaboration:** Certified school counselors collaborate with colleagues, families, and community members to establish and foster a safe, inclusive, and nurturing learning environment for students, staff, and families.

(vi) **Professional identity and ethical practice:** Certified school counselors engage in continuous professional growth and development and advocate for appropriate school counselor identity and roles. They adhere to ethical practices and to the Washington state and federal policies, laws, and legislation relevant to school counseling.

(b) **Performance assessment.** An approved preparation program for school counselors shall require that each candidate engage in an assessment process using the standards-based benchmarks approved by the professional educator standards board. The benchmarks may not be changed without prior professional educator standards board approval. All candidates shall exit the residency certificate program with a draft professional growth plan oriented to the expectations for the professional certificate.

**HB 1670 - 2007-08**

source: <http://apps.leg.wa.gov/billinfo/summary.aspx?bill=1670&year=2007>
Articulating the purpose and role of school counselors. An act relating to the role of school counselors in public schools; adds a new section to chapter 28A.410 RCW;

RATIONALE **Sec. 1.** The legislature finds that the professional school counselor is a certificated educator with unique qualifications and skills to address all students' academic, personal, social, and career development needs. School counselors serve a vital role in maximizing student achievement, supporting a safe learning environment, and addressing the needs of all students through prevention and intervention programs that are part of a comprehensive school counseling program. The legislature further finds that current state statutes fail to mention anything about school counselors. Therefore, the legislature intends to codify into law the importance and the role of school counselors in public schools.

NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.410

RCW now read as follows:

A school counselor is a professional educator who holds a valid school counselor certification as defined by the professional educator standards board. The purpose and role of the school counselor is to plan, organize, and deliver a comprehensive school guidance and counseling program that personalizes education and supports, promotes, and enhances the academic, personal, social, and career development of all students, based on the national standards for school counseling programs of the American school counselor association.

Passed by the House March 12, 2007. Passed by the Senate April 10, 2007. Approved by the Governor April 21, 2007. Filed in Office of Secretary of State April 23, 2007.