

A large, faint watermark of the njSCA logo is centered on the page. The logo features the letters 'nj' in a lowercase, italicized font, followed by 'SCA' in a larger, uppercase, sans-serif font. The letters are light blue and semi-transparent, overlaid on a yellow circular glow that contains a faint outline of the state of New Jersey.

APPENDIX

Kinnelon High School

Linking District Goals with The ASCA Standards

Use this template to identify competencies addressed in your program and link them to your district goals .

| ACADEMIC DEVELOPMENT DOMAIN | |
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| Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span | |
| Competency A1 Improve Academic Self-concept | |
| A:A1.1 | Articulate feelings of competence and confidence as learners |
| A:A1.2 | Display a positive interest in learning |
| A:A1.3 | Take pride in work and achievement |
| A:A1.4 | Accept mistakes as essential to the learning process |
| A:A1.5 | Identify attitudes and behaviors leading to successful learning |
| Competency A2 Acquire Skills for Improving Learning | |
| A:A2.1 | Apply time-management and task-management skills |
| A:A2.2 | Demonstrate how effort and persistence positively affect learning |
| A:A2.3 | Use communications skills to know when and how to ask for help when needed |
| A:A2.4 | Apply knowledge and learning styles to positively influence school performance |
| Competency A3 Achieve School Success | |
| A:A3.1 | Take responsibility for their actions |
| A:A3.2 | Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students |
| A:A3.3 | Develop a broad range of interests and abilities |
| A:A3.4 | Demonstrate dependability, productivity and initiative |
| A:A3.5 | Share knowledge |
| Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college | |
| Competency B1 Improve Learning | |
| A:B1.1 | Demonstrate the motivation to achieve individual potential |
| A:B1.2 | Learn and apply critical-thinking skills |
| A:B1.3 | Apply the study skills necessary for academic success at each level |
| A:B1.4 | Seek information and support from faculty, staff, family and peers |
| A:B1.5 | Organize and apply academic information from a variety of sources |
| A:B1.6 | Use knowledge of learning styles to positively influence school performance |
| A:B1.7 | Become a self-directed and independent learner |
| Competency B2 Plan to Achieve Goals | |
| A:B2.1 | establish challenging academic goals in elementary, middle/junior high and high school |
| A:B2.2 | Use assessment results in educational planning |

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| A:B2.3 | Develop and implement annual plan of study to maximize academic ability and achievement |
| A:B2.4 | Apply knowledge of attitudes and interests to goal setting |
| A:B2.5 | Use problem-solving and decision-making skills to assess progress educational goals |
| A:B2.6 | Understand the relationship between classroom performance and success in school |
| A:B2.7 | Identify post-secondary options consistent with interests, toward achievement, aptitude and abilities |
| Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community. | |
| Competency C1 Relate School to Life Experiences | |
| A:C2.1 | Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life. |
| A:C2.2 | Seek co-curricular and community experiences to enhance the school experience |
| A:C2.3 | Understand the relationship between learning and work |
| A:C2.4 | Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals |
| A:C2.5 | Understand that school success is the preparation to make the transition from student to community member |
| A:C2.6 | Understand how school success and academic achievement enhance future career and vocational opportunities |
| CAREER DEVELOPMENT DOMAIN | |
| Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. | |
| Competency A1 Develop Career Awareness | |
| C:A1.1 | Develop skills to locate, evaluate and interpret career information |
| C:A1.2 | Learn about the variety of traditional and nontraditional occupations |
| C:A1.3 | Develop an awareness of personal abilities, skills, interests and motivations |
| C:A1.4 | Learn how to interact and work cooperatively in teams |
| C:A1.5 | Learn to make decisions |
| C:A1.6 | Learn how to set goals |
| C:A1.7 | Understand the importance of planning |
| C:A1.8 | Pursue and develop competency in areas of interest |
| C:A1.9 | Develop hobbies and vocational interests |
| C:A1.10 | Balance between work and leisure time |
| Competency A:2 Develop Employment Readiness | |
| C:A2.1 | Acquire employability skills such as working on a team, problem-solving and organizational skills |
| C:A2.2 | Apply job readiness skills to seek employment opportunities |
| C:A2.3 | Demonstrate knowledge about the changing workplace |
| C:A2.4 | Learn about the right and responsibilities of employers and employees |
| C:A2.5 | Learn to respect individual uniqueness in the workplace |
| C:A2.6 | Learn how to write a resume |
| C:A2.7 | Develop a positive attitude toward work and learning |
| C:A2.8 | Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace |
| C:A2.9 | Utilize time-and task-management skills |

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| Standard B: Students will employ strategies to achieve future career goals with success and satisfaction | |
| Competency B:1 Acquire Career Information | |
| C:B1.1 | Apply decision-making skills to career planning, course selection and career transition |
| C:B1.2 | Identify personal skills, interests and abilities, and relate them to current career choice |
| C:B1.3 | Demonstrate knowledge of the career-planning process |
| C:B1.4 | Know the various ways in which occupations can be classified |
| C:B1.5 | Use research and information resources to obtain career information |
| C:B1.6 | Learn to use the internet to access career planning information |
| C:B1.7 | Describe traditional and non-traditional career choices and how they relate to career choices |
| C:B1.8 | Understand how changing economic and societal needs influence employment trends and future training |
| Competency B:2 Identify Career Goals | |
| C:B2.1 | Demonstrate awareness of the education and training needed to achieve career goals |
| C:B2.2 | Assess and modify their educational plan to support career |
| C:B2.3 | Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience |
| C:B2.4 | Select course work that is related to career interests |
| C:B2.5 | Maintain a career-planning portfolio |
| Competency C:1 Acquire Knowledge to Achieve Career Goals | |
| C:C1.1 | Understand the relationship between educational achievement and career success |
| C:C1.2 | Explain how work can help to achieve personal success and satisfaction |
| C:C1.3 | Identify personal preferences and interests influencing career choice and success |
| C:C1.4 | Understand that the changing workplace requires lifelong learning and acquiring new skills |
| C:C1.5 | Describe the effect of work on lifestyle |
| C:C1.6 | Understand the importance of equity and access in career choice |
| C:C1.7 | Understand that work is an important and satisfying means of personal expression |
| Competency C2 Apply Skills to Achieve Career Goals | |
| C:C2.1 | Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals |
| C:C2.2 | Learn how to use conflict-management skills with peers and adults |
| C:C2.3 | Learn to work cooperatively with others as a team member |
| C:C2.4 | Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences |
| PERSONAL/SOCIAL DOMAIN | |
| Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. | |
| Competency A1 Acquire Self-Knowledge | |
| PS:A1.1 | Develop positive attitudes toward self as a unique and worthy person |
| PS:A1.2 | Identify values, attitudes and beliefs |
| PS:A1.3 | Learn the goal-setting process |
| PS:A1.4 | Understand change is a part of growth |

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| PS:A1.5 | Identify and express feelings |
| PS:A1.6 | Distinguish between appropriate and inappropriate behavior |
| PS:A1.7 | Recognize personal boundaries, rights and privacy needs |
| PS:A1.8 | Understand the need for self-control and how to practice it |
| PS:A1.9 | Demonstrate cooperative behavior in groups |
| PS:A1.10 | Identify person strengths and assets |
| PS:A1.11 | Identify and discuss changing personal and social roles |
| PS:A1.12 | Identify and recognize changing family roles |
| Competency A2 Acquire Interpersonal Skills | |
| PS:A2.1 | Recognize that everyone has rights and responsibilities |
| PS:A2.2 | Respect alternative points of view |
| PS:A2.3 | Recognize, accept, respect and appreciate individual differences |
| PS:A2.4 | Recognize, accept and appreciate ethnic and cultural diversity |
| PS:A2.5 | Recognize and respect differences in various family configurations |
| PS:A2.6 | Use effective communication skills |
| PS:A2.7 | Know that communication involves speaking, listening and nonverbal behavior |
| PS:A2.8 | Learn how to make and keep friends |
| Standard B: Students will make decisions, set goals and take necessary action to achieve goals | |
| Competency B1 Self-knowledge Application | |
| PS:B1.1 | Use a decision-making and problem-solving model |
| PS:B1.2 | Understand consequences of decisions and choices |
| PS:B1.3 | Identify alternative solutions to a problem |
| PS:B1.4 | Develop effective coping skills for dealing with problems |
| PS:B1.5 | Demonstrate when, where and how to seek help for solving problems and making decisions |
| PS:B1.6 | Know how to apply conflict-resolution skills |
| PS:B1.7 | Demonstrate a respect and appreciation for individual and cultural differences |
| PS:B1.8 | Know when peer pressure is influencing a decision |
| PS:B1.9 | Identify long and short term goals |
| PS:B1.10 | Identify alternative ways of achieving goals |
| PS:B1.11 | Use persistence and perseverance in acquiring knowledge and skills |
| PS:B1.12 | Develop an action plan to set and achieve realistic goals |
| Standard C: Students will understand safety and survival skills. | |
| Competency C1 Acquire Personal Safety Skills | |
| PS:C1.1 | Demonstrate knowledge of personal information |
| PS:C1.2 | Learn about the relationship between rules, laws, safety and the protection of the rights of the individual |
| PS:C1.3 | Learn about the differences between appropriate and inappropriate physical contact |
| PS:C1.4 | Demonstrate the ability to set boundaries, right and personal privacy |

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| PS:C1.5 | Differentiate between situations requiring peer support and situations requiring adult professional help |
| PS:C1.6 | Identify resource people in the school and community, and know how to seek help |
| PS:C1.7 | Apply effective problem-solving and decision-making skills to make safe and healthy choices |
| PS:C1.8 | Learn about the emotional and physical dangers of substance use and abuse |
| PS:C1.9 | Learn how to cope with peer pressure |
| PS:C1.10 | Learn techniques for managing stress and conflict |
| PS:C1.11 | Learn coping skills for managing life events |

Counseling Department Master Calendar

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|--------------------------|----------------------------|
| <i>SITE:</i> | <i>SCHOOL YEAR:</i> |
| <u>August-</u> | <u>January-</u> |
| <u>September-</u> | <u>February-</u> |
| <u>October-</u> | <u>March-</u> |
| <u>November-</u> | <u>April-</u> |
| <u>December-</u> | <u>May-</u> |
| <u>June-</u> | |

Appendix A: The New Jersey School Counselor Association (NJSCA)

Our Identity Statement

The New Jersey School Counselor Association is the organization which represents professional school counseling in New Jersey.

Our Mission

The mission of the New Jersey School Counselor Association is to promote excellence in the school counseling profession and to advocate for the development of ALL students.

Our Vision

The vision of the New Jersey School Counselor Association is that all professional school counselors in New Jersey will develop and implement a comprehensive school counseling program based on the National Standards for School Counseling Programs.

Why Belong to NJSCA?

School reform, workplace demands, the changing economy, and work force demographics dictate new expectations for school counselors. School counselors are expected to take the lead in assisting our nation's young people to become healthy, happy, productive citizens. NJSCA provides support, training, networking and a watch on legislative issues, all important in meeting the needs of school counselors in New Jersey.

NJSCA was instrumental in having the New Jersey School Counseling Initiative funded and the National Standards for School Counseling Programs written into the New Jersey Department of Education Administrative Code; ensuring that all districts shall provide a comprehensive developmental school counseling program in Kindergarten through Grade 12.

Benefits of Membership

- Up-to-date information on topics and issues of interest to school counselors in New Jersey
- Publications (Newsletter & Newslines)
- NJSCA Web site at www.njsca.org
- Listserve for networking at www.njsca@yahoogroups.com
- NJSCA Fall and Spring
- Professional Development Conferences
- NJSCA Student Scholarships
- NJSCA Involvement in:
 - Advocacy
 - Human Rights
 - Public Relations
 - Professional Ethics

American School Counselor Association (ASCA)

One Vision, One Voice: The American School Counselor Association (ASCA) is a worldwide nonprofit organization based in Alexandria, Va. ASCA supports school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. The association provides professional development, publications and other resources, research and advocacy to nearly 17,000 professional school counselors around the globe.

The New Jersey Education Association (NJEA)

Vision:

The New Jersey Education Association is a diverse, democratic organization working to create an optimal environment to achieve excellence in public education in New Jersey.

Goals:

Member Advocacy - To preserve and improve the economic interests, working conditions, job security, and pensions of all members.

Organizing - To strengthen the Association by maximizing membership, developing leadership, and supporting affiliates.

Enhancing Public Education - To promote and deliver quality professional development for educators. To advance and support policies that enhance and enrich public education.

The John J. Heldrich Center for Workforce Development

The John J. Heldrich Center for Workforce Development is located at the Edward J. Bloustein School of Planning and Public Policy, at Rutgers, the State University of New Jersey. It is a university-based research and policy center dedicated to raising the effectiveness of the American workplace by strengthening workforce education, placement and training programs and policies. The Center's efforts concentrate on both nurturing concrete innovations in workforce practices, as well as addressing broad-scale economic policy changes that ensure Americans receive the education and training they need to be productive and prosperous in the knowledge economy of the 21st century.

New Jersey Department of Education (NJDOE)

About DOE

New Jersey Department of Education

100 River View Plaza
P.O. Box 500
Trenton, NJ 08625-0500
609-292-4469

Most of the offices of the Department of Education are located at 100 River View Plaza. However, there are some offices that are located in other buildings in Trenton as follows:

329 West State Street

- Facilities (first and second floors)
- Pupil Transportation (third floor)
- GED (third floor)
- Program Review (third floor)

240 West State Street

- Central Regional Office (tenth floor);
- PIRC-Central (tenth floor)
- Fiscal Review and Improvement (tenth floor) (Abbott)
- Special Education Monitors (tenth floor)
- Urban Literacy (fourteenth floor) (Abbott)
- Early Literacy (fourteenth floor)

225 East State Street

- Compliance (3W)
Some time after October 15, Compliance will be located at 1001 Spruce Street

American College Testing (ACT)

ACT is an independent, not-for-profit organization that provides more than a hundred assessment, research, information, and program management services in the broad areas of [education](#) and [workforce development](#).

Each year, we serve millions of people in elementary and secondary schools, colleges, professional associations, businesses, and government agencies, nationally and internationally. ACT has [offices across the United States](#) and in Madrid, Spain.

Though designed to meet a wide array of needs, all ACT programs and services have one guiding purpose: to help people achieve education and career goals by providing information for life's transitions.

Mission Statement

Our Vision

To be the world's leading provider of information for educational and career decisions in support of lifelong learning

Our Mission

To help individuals and organizations make informed decisions about education and work. We provide information for life's transitions.

Our Values

- *Excellence in all aspects of our work*
- *Mutual respect, fairness, and enlightened leadership*
- *Diversity in people and ideas*
- *Individual growth and development*
- *Courteous, responsive, ethical relations with customers and employees*
- *Conscientious citizenship and constructive engagement in civic life*
- *Partnership and cooperation with other organizations*

NJNEXTSTOP.ORG

Njnextstop.org tells you what skills you will need to be in demand in New Jersey industries, including health care, finance, construction, utilities, manufacturing, tourism, transportation and information technology. Our research focuses on New Jersey industries, but most of the skill and job information applies to occupations wherever they are located. Our easy-to-navigate website allows you to match your skills and interests with occupations that will be highly marketable when you are ready to enter the workforce. Njnextstop.org lists and describes the various occupations within an expanding industry and provides statistical overviews that identify weekly earnings and projected growth within the industry. Developed by the State of New Jersey, Rutgers University and leading business experts, njnextstop.org is your source for pursuing a rewarding career course.

While the numbers tell much of the story, njnextstop.org is much more than facts and figures. It guides your decision-making about your future through the real-life experiences of your peers. Read articles, interviews and advice from other New Jersey young people taking their first steps in college and career. Hear from some of the state's top employers about their professions, and how to make a fast start in your first real job. Get advice about writing your résumé, learning to overcome poor work habits and tackling your first job interview.

Njnextstop.org is your Web window into info about New Jersey's most talked about industries. Armed with the skills you'll need and practical advice to support your job-search journey, your next stop will be a successful career. Put yourself in demand.

There may be jobs and careers of interest to you that are not part of our site. If you need to find more job info, visit the Occupational Information Network at http://online.onetcenter.org/gen_search_page , or the Career Information Section of WNJPIN at <http://wnjpin2.dol.state.nj.us/wnjpin/index.htm>.

The findings in the Next Stop and Ready for the Job projects are based on over thirty focus groups and eighty interviews with employers and educators conducted during 2003, as well as research by the New Jersey Department of Labor & Workforce Development, U.S. Department of Labor, local Workforce Investment Boards and university researchers about critical occupational and skill trends in US and New Jersey economy. The local Workforce Investment Boards of Bergen, Cumberland/Salem, Hudson, Mercer, Atlantic/Cape May, and Passaic Counties and researchers from William Paterson University, Cumberland County College, and Mercer Community College played a key role in recruiting employers and other project participants. Click to view a list of [data sources](#) used on NJ Next Stop

The methods and findings of the project are explored in depth within the [ten reports](#) posted on this site.

The College Board

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 4,700 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three and a half million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT, the PSAT/NMSQT® and the Advanced Placement Program®(AP). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

National Board of Professional Teaching Standards

NBPTS is an independent, nonprofit, nonpartisan organization governed by a board of directors, the majority of whom are classroom teachers. Other members include school administrators, school board leaders, governors and state legislators, higher education officials, teacher union leaders and business and community leaders.

The future of our communities, our states—indeed, of the nation—turns on education.

The National Board for Professional Teaching Standards® is rooted in the belief that the single most important action this country can take to improve schools and student learning is to strengthen teaching.

The National Board for Professional Teaching Standards is leading the way in making teaching a profession dedicated to student learning and to upholding high standards for professional performance. We have raised the standards for teachers, strengthened their educational preparation through the standards, and created performance-based assessments that demonstrate accomplished application of the standards.

The New Jersey Principals and Supervisors Association

NJPSA recognizes that strong leadership is essential to educational excellence in our schools. NJPSA is dedicated to assisting school leaders promote effective teaching and student learning. NJPSA asserts itself on the local, county, state and national levels and focuses on school quality and the professional leadership needs of all school administrators and supervisors.

- To maintain and enhance the recognition of NJPSA throughout the state as the preeminent organization for elementary, middle, secondary and district level administrators.
- To increase membership and active participation by expanding and improving group and individual services.
- To be proactive in addressing critical and emerging issues relevant to the profession.
- To provide comprehensive professional development programs.
- To maintain and establish mutually beneficial relationships with business, higher education and financial communities.

New Jersey Center for Character Education

The Department of Education is pleased to announce the establishment of the New Jersey Center for Character Education at Rutgers University. The Center will be funded through a \$2 million four-year grant from the U.S. Department of Education.

New Jersey is one of only five states to receive an award under the Partnerships in Character Education grant program, Title V, Part D of the No Child Left Behind Act of 2002.

“The creation of the New Jersey Center for Character Education will provide the leadership necessary to take the state’s effort to a new level by providing guidance for schools to adopt programs and strategies that have proven to be effective,” said Commissioner of Education William L. Librera.

The New Jersey Center for Character Education will assist the Department along with the public and nonpublic schools throughout the state to materialize one of the objectives in Governor James E. McGreevey’s 21-point education reform plan for New Jersey: *To develop new initiatives to improve character education in our schools to help our children become productive, informed and actively involved citizens.*

New Jersey is already leading the nation in its commitment to providing support for the development of character education in public schools through the New Jersey Character Education Partnership initiative, which has provided \$14 million in state aid funding to school districts over the past three years.

Welcome to **NJ TRANSFER**, the website that helps you transfer community college courses in the State of New Jersey. **NJ TRANSFER** was developed as a joint initiative of the New Jersey Commission on Higher Education and the New Jersey Presidents' Council, and evolved from the Rutgers University transfer pilot program (ARTSYS). Its many features will allow you to learn:

- Which courses to select at a community college
- Which New Jersey four-year colleges offer equivalent courses
- How the courses will satisfy four-year degree requirements
- Where you can transfer your community college courses in New Jersey
How to contact a New Jersey college or university if you need information about admissions, transferring courses, or transfer recruitment events

We invite **community college students, faculty, transfer and admissions advisors, and workforce counselors** to begin using the many features available in **NJ TRANSFER** and to access the tools that will enable a seamless transfer from a community college to a four-year college or university.

We also encourage **high school students, parents, and school counselors** to use **NJ TRANSFER** to aid in the selection of community college courses that can be used to complete both high school graduation and four-year degree requirements

Community Colleges can now utilize **NJ TRANSFER**'s online maintenance features to submit new or modified courses for review by the four-year institutions.

NJBIZ

Welcome to NJBIZ.COM, the leading Internet source of news and information about New Jersey companies and the New Jersey economy. This exciting website is brought to you by three companies dedicated to improving the New Jersey economy: [Commerce Bank](#), [Capehart Scatchard](#) and [J.H. Cohn](#).

NJBIZ strives to be the leading provider of business news and information about New Jersey companies and the New Jersey economy. The company publishes a weekly newspaper and also distributes information through books, our Internet site (NJBIZ.com) and other media.

The Education Trust

The Education Trust was established in 1990 by the American Association for Higher Education as a special project to encourage colleges and universities to support K-12 reform efforts. Since then, The Ed Trust has grown into an independent nonprofit organization whose mission is to make schools and colleges work for all of the young people they serve. We believe that it is impossible to achieve significant change in K-12 without simultaneously changing the way that postsecondary education does business. We also believe that postsecondary education needs improving as much as K-12.

The Ed Trust staff brings to our work a unique combination of experience from a wide variety of backgrounds: K-12, postsecondary education, advocacy and community-based organizations. Our insistence on high academic achievement for all students at all levels K-16, our teamwork with local education and community activists, and our single-minded attention to what is best for students - especially low-income students and students of color - sets The Education Trust apart from the many other Washington-based education groups.

The New Jersey Interscholastic Athletic Association

The New Jersey State Interscholastic Athletic Association, founded in 1918, is a voluntary, non-profit organization made up of 425 accredited public, private and parochial high schools in the state. The New Jersey Association joining with the other forty nine State Associations constitutes the National Federation of State High School Associations which has represented the best interests of high school athletics since 1920, and today represents 22,000 schools, more than 330,000 coaches, and almost 4.5 million high school athletes.

The NJSIAA is headed by a governing body known as the Executive Committee. Individuals serving on this committee represent public, parochial and private secondary institutions, the Education Committee of the New Jersey State Legislature, the New Jersey School Boards Association, the New Jersey Association of School Administrators, the New Jersey Association of Secondary School Principals, the New Jersey Council of Catholic Diocesan Superintendents, the New Jersey Scholastic Coaches Association, the New Jersey State Officials, the Directors of Athletics Association of New Jersey, and the New Jersey Association of Independent Schools.

The daily administration is carried out by the Executive Director, Mr. Boyd A. Sands, the Associate Director, Mr. James C. Loper, Assistant Directors, Mrs. Carol W. Parsons, Mr. Donald E. Danser and Mr. Steven J. Timko, and the staff of the NJSIAA headquarters, which is located on Route 130 in Robbinsville, New Jersey.

The Association, through the Executive Committee, sets forth the rules and regulations governing high school athletics in order to equalize competition for member schools. The NJSIAA conducts tournaments, and crowns champions in thirty one sports. Championship competition for girls is sponsored in basketball, bowling, cross country, fencing, field hockey, golf, gymnastics, lacrosse, soccer, softball, swimming, tennis, track-outdoor, track-winter, and volleyball

Boys Championships are determined in baseball, basketball, bowling, cross country, fencing, football, golf, ice hockey, lacrosse, soccer, swimming, tennis, track-outdoor, track-winter, volleyball and wrestling.

Gear Up Program

The GEAR UP program is a discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides five-year grants to States and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students.

GEAR UP is unique from other initiatives. This program employs partnerships committed to serving and accelerating the academic achievement of cohorts of students through their high school graduation. GEAR UP partnerships supplement (not supplant) existing reform efforts, offer services that promote academic preparation and the understanding of necessary costs to attend college, provide professional development, and continuously build capacity so that projects can be sustained beyond the term of the grant.

New Jersey State Employment and Training Commission (NJSETC)

The Commission's mission is to ensure that New Jersey's workers, students, and those seeking employment meet the knowledge and skill needs of the business community and economic development efforts. This mission is accomplished through the many public and private entities that compose New Jersey's workforce investment system. We have moved forward on key policy initiatives designed to prepare New Jerseyans to succeed in the labor market and provide employers with a skilled workforce.

These initiatives include: One-Stop Career Centers, Workforce Investment Boards, a training provider **Consumer Report Card**, www.njtrainingsystems.org and an integrated system that attempts to develop individuals into lifelong learners. The SETC, in its Strategic Five-Year Unified State Plan for New Jersey's Workforce Investment System, provides a blueprint for ensuring that New Jersey's workforce is equipped with the necessary skills and knowledge to maintain its competitive advantage in the global economy.

For more than a decade, the SETC has been working on a variety of issues involving the linkage between schools and the labor market. The Commission believes that America's labor market has been undergoing a profound transformation and that because of the transformation it was more crucial for schools to be fully aware of the skills that employers were seeking.

To address these concerns and to hopefully assist Counselors, Parents, Teachers and Administrators, the SETC worked with our partners at the Departments of Education and Labor, along with the Heldrich Center at Rutgers University and NJ Biz to create a website www.njnextstop.org. It is the purpose of this website to portray the skills demanded by the employer community.

Web-site Resources

Truancy Prevention-Empowering Students, Schools, and Communities is available at <http://ojjdp.ncjrs.org/truancy>.

Project Ignition is sponsored by State Farm in partnership with the National Youth Leadership Council. To get complete program instructions, helpful project suggestions, learn great safety tips, and see last year's finalists, visit: www.sfprojectignition.com.

Online and off, bullying is an issue for children and teens -- and the adults who care about them. Read about how schools are addressing "the bullying problem," in the Edutopia magazine article "Fear Factor." (<http://www.edutopia.org/magazine>)

Cyberbullies

Schoolyard bullies are no longer limiting their harassment to the cafeteria or the bus. They're taking their taunts online, using email, instant messaging, and other cyber tools to harass and even stalk their classmates and peers. Often, though, school officials and parents are unaware of the harassment. Says one student, "You feel as if no one can help you It's a lonely, scary feeling." Read more in the USA Today article "Schoolyard Bullies Get Nastier Online." (http://www.usatoday.com/tech/news/2005-03-06-cover-cyberbullies_x.htm?

A new web page provides homework help for any New Jersey student with a valid public library card.

The website can be found at www.QandAnj.org <<http://www.qandanj.org/>> , or by clicking the link on the State website.

From the American Council on Exercise (ACE).

Operation FitKids Curriculum

<http://echo.bluehornet.com/ct/ct.php?t=884584&c=519405778&m=m&type=3>

FREE Youth Fitness Curriculum for Educators

Now available!

Operation FitKids Youth Fitness curriculum (\$99.95 value) is provided at no cost to teachers as a public service of the American Council on Exercise.

<http://echo.bluehornet.com/ct/ct.php?t=884582&c=519405778&m=m&type=3>

The CD is a treasure filled with wonderful songs and a few poems that I can see myself using with several lessons. You can order it at www.teachingtolerance.org It addresses the issues of diversity, tolerance, bullying (exclusion), peace, friendship, protecting the earth, etc. The music and musicians are of high quality and represent a wide variety of styles and cultures. Bios on the artist are also included. This is a resource that I would willingly pay for. The direct link for this is: http://tolerance.org/teach/resources/your_friend.jsp

Ideals For Kids: Make School Safer From Bullies

This site describes simple ways that students can prevent and stop bullying. For example, by becoming a “bus stop buddy” children can reach out to other students who are left out and are common targets of bullies. Another idea presented is to “do the swarm” which involves stopping bullying when it happens by joining together as a group, locking arms, and taking the victim away from the ugly situation. Kids will find these solutions easy to implement and will feel comfortable trying them, as they are working as a group which reduces their risk of become targets themselves.

<http://members.aol.com/AngriesOut/kids6.htm>

Bystanders And Bullying

BullyOnline hosts this website that examines the dynamics of bullying in the workplace. This section of the site focuses on the social dynamics that cause colleagues to stand by when their co-worker is being bullied. It lists a number of reasons why bystanders don't get involved such as denial and fear of reprisal. As bullying is not limited to only students, this information may be valuable in addressing concerns regarding bullying among staff members.

<http://www.bullyonline.org/workbully/bystand.htm>

Advice For Young People: Let's Stop Bullying

This leaflet, created by the Anti-Bullying Network in collaboration with the Scottish Executive, is designed to provide information to students between the ages of 14 and 18. It explains the different forms of bullying, such as sexual bullying, racist violence, harassment and abuse. The leaflet also reviews a number of bullying-related issues that are often overlooked, including cyberbullying and teachers who bully students. Although the resources included in the leaflet are for Scottish students, the advice presented would be of valuable to students from all over the world.

<http://www.antibullying.net/ypleaflet.pdf>

Bystanders: Turning Onlookers Into Bully-Prevention Agents

Here you'll find advice on how to empower bystanders to take an active role in preventing bullying from occurring and to report it to adults when it does take place. A four-step lesson plan is presented to train students to become proactive “bully prevention agents.” Suggestions are offered on how to hold bystanders accountable for their actions, as well as how to build bonds of caring between bystanders and potential victims.

<http://www.interventioncentral.org/htmldocs/interventions/bully/bystander.shtml>

Kids You Can Really Do Something To Stop Bullying!

The Canadian Red Cross created this webpage to teach kids how to end bullying in their schools. It explains that every student has specific rights, such as to feel safe, to be treated fairly and with respect, and to be protected from bullying and harassment. Then it describes students' responsibilities such as including and welcoming others, respecting other people's boundaries, and reporting mistreatment of other people. Suggestions on how to help a victim are offered and an explanation of the difference between ratting versus telling is presented.

<http://www.redcross.ca/article.asp?id=009246&tid=030>

Peer Abuse At School: Are Bullies Ruling Our Playground?

This guide offers a series of lesson plans to explore the various issues surrounding bullying and to teach kids how they can stand up against bullying in their school. Through learning and service activities, middle school students: define terms related to bullying; examine its various forms and impact on health; determine the extent of the problem in their own school; and engage students, staff and the community to join forces to stop bullying. Activities range from literature reviews to mentoring younger students to developing Power Point presentations on the issue. Students will learn how they can move from being bystanders to active advocates for bullying prevention.

http://www.csloe.org/curriculum/gr5_unit1/LrngSvcActivities.pdf

Stop Bullying Now! What Adults Can Do

This page from the National Stop Bullying Now! Campaign features a number of bullying prevention handouts for parents, health and safety professionals, teachers, school officials, and others who work with youth. From advice to parents on how to talk with educators if their children are being bullied to tips for school administrators on how to address bullying in their schools, this site gives adults the information they need to be positive bystanders. Visitors are encouraged to reproduce and distribute these informative materials to educate others on how they can prevent bullying, too.

<http://stopbullyingnow.hrsa.gov/indexAdult.asp?Area=partnerspotlight>

Technology and Communication Options for Children with Hearing Loss. It's designed to connect children and their families with assistance as early as possible. It also describes current technologies and communication options for children with hearing loss, including deafness. The publication is available in PDF, Word, and text-only formats on the Department of Education's Web site, at:

http://www.ed.gov/about/offices/list/osers/products/opening_doors/index.html

The publication is not copyrighted, so please feel free to distribute it as widely as possible.

NCSET has launched a new youth Web site: Youthhood.org. Youthhood provides students and their teachers, mentors, and parents with an online, research-based transition curriculum focused on preparing for life after high school. It's interactive, it's fun, and best of all, it's free! Spread the word! Tell your friends and colleagues working with transition-aged youth to check out this exciting new online resource.

<http://www.youthhood.org/>

Interesting website on Pervasive Developmental Disorders (PDD) which includes autism and Asperger's from the U.S. Dept. of Education

<http://www.nichcy.org/pubs/factshe/fs20txt.htm>

Also good off that Nichy website is the kids area, called Zigawhat, at <http://www.nichcy.org/kids/index.htm>

Greetings:

Check out these websites for great back to school tips to use and share with staff and/or parents.

<http://www.caslt.org/research/backtoschool.htm>

Appendix B: NJ Certification Requirements

6A:9-13.8 School counselor

(a) The school counselor endorsement authorizes the holder to perform school counseling services such as study and assessment of individual pupils with respect to their status, abilities, interest and needs; counseling with administrators, teachers, students, and parents regarding personal, social, educational, and vocational plans and programs; and developing cooperative relationships with community agencies in assisting children and families. The certificate holder is authorized to perform these duties in grades preschool through 12.

(b) To be eligible for the standard educational services certificate with a school counselor endorsement, a candidate must hold a master's or higher degree from a regionally accredited college or university, and complete one of the following:

1. A Department-approved graduate curriculum in school counseling; or
2. A minimum of 48 graduate semester hour credits in the following areas:
 - I. Counseling: minimum of 18 semester hours that must include study in theory and procedures of individual and group counseling, counseling and interviewing techniques and career counseling;
 - II. Testing and evaluation: minimum of three semester hours;
 - III. Psychology: minimum of six semester hours in study related to child and adolescent psychology, psychology of exceptional children and psychology of learning;
 - IV. Sociological foundations: minimum of six semester hours that must include study in community agencies, organizations and resources and multicultural counseling;
 - V. Statistics and research methods: minimum of three semester-hour credits;
 - VII. Supervised counseling practicum in a school setting: minimum of six credits; and
 - VIII. The remaining six semester hours of study may be chosen from among the topics listed in (b)2i through vii above or education.

(c) A candidate who has completed a master's or higher degree from a regionally accredited college or university whose school counseling program meets the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) will be issued a standard school counselor certificate.

(d) The Office may issue an emergency certificate upon the request of the county superintendent to a candidate who meets the following requirements:

1. A bachelor's degree from a regionally accredited college or university; and
2. Fifteen graduate semester hour credits in guidance/counseling.

(e) Applicants in possession of a written evaluation completed by the Office prior to January 20, 2004 will have five years from January 20, 2004 to complete the requirements set forth in the written evaluation.

New Jersey Administrative Code 6A:8-3.2 Career awareness and exploration PROPOSED

(a) District boards of education, in fulfillment of the Core Curriculum Content Standards, shall develop and implement a comprehensive guidance and counseling system to facilitate career awareness and exploration for all students.

[1. The Department of Education shall provide districts with a cross-content workplace readiness curriculum framework that suggests a variety of activities and strategies that may assist in the development of local curricula aligned with the Core Curriculum Content Standards.]

[2]1. District boards of education shall implement a developmental career guidance and career awareness program, linked to the Core Curriculum Content Standards, which:

I. Is infused throughout the K-12 curriculum as appropriate for all students;

II. Is supported by professional development programs; and

III. Takes into consideration the Career Development Standards of the National Standards for School Counseling Programs of the American School Counselor Association in the following three areas of student development:

(1) Academic development;

(2) Career development; and

(3) Personal/social development.

[3] 2. District boards of education shall provide developmental career guidance and career awareness, linked to the Core Curriculum Content Standards, designed to:

I. Assist students in making and implementing informed educational and occupational choices, including opportunities to change career focus;

II. Develop a student's competencies in self-management, educational and occupational exploration, and career planning;

III. Make students aware of the relationship among personal qualities, education, training, and the world of work

IV. Encourage students to create and maintain portfolios consisting of student accomplishments related to the Cross-Content Workplace Readiness Standards, and

V. Acquaint students with the relationship between achieving academic standards and the attainment of career goals.

CACREP Standards

Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program. The eight common core areas follow

1. PROFESSIONAL IDENTITY - studies that provide an understanding of all of the following aspects of professional functioning:

- a.history and philosophy of the counseling profession, including significant factors and events;
- b.professional roles, functions, and relationships with other human service providers;
- c.technological competence and computer literacy;
- d.professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
- e.professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- f.public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;
- g.advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

2. SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:

- a.multicultural and pluralistic trends, including characteristics and concerns betweenand within diverse groups nationally and internationally;
- b.attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
- c.individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
- d.counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;
- e. theories of multicultural counseling, theories of identity development, and multicultural competencies; and
- f.ethical and legal considerations.

3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

- a.theories of individual and family development and transitions across the life-span;
- b.theories of learning and personality development;
- c.human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- d.strategies for facilitating optimum development over the life-span; and
- e.ethical and legal considerations.

4. CAREER DEVELOPMENT - studies that provide an understanding of career development and related life factors, including all of the following:

- a.career development theories and decision-making models;
- b.career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;
- c.career development program planning, organization, implementation, administration, and evaluation;
- d.interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;
- e.career and educational planning, placement, follow-up, and evaluation;
- f.assessment instruments and techniques that are relevant to career planning and decision making;
- g. technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;
- h. career counseling processes, techniques, and resources, including those applicable to specific populations; and
- i.ethical and legal considerations.

5. HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes, including all of the following:

- a.counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
- b.an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;

c.counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;

d.a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;

e.a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;

f.integration of technological strategies and applications within counseling and consultation processes; and

g.ethical and legal considerations.

6. GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:

a.principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;

b.group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;

c.theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;

d.group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;

e.approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;

f.professional preparation standards for group leaders; and

g.ethical and legal considerations.

7. ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:

a.historical perspectives concerning the nature and meaning of assessment;

b.basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;

- c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;
- g. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
- h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and
- i. ethical and legal considerations.

8. RESEARCH AND PROGRAM EVALUATION - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- a. the importance of research and opportunities and difficulties in conducting research in the counseling profession,
- b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c. use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;
- d. principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;
- e. use of research to improve counseling effectiveness; and
- f. ethical and legal considerations.

STANDARDS FOR SCHOOL COUNSELING PROGRAMS

In addition to the common core curricular experiences outlined in Section II.K, the following curricular experiences and demonstrated knowledge and skills are required of all students in the program.

A. FOUNDATIONS OF SCHOOL COUNSELING

1. history, philosophy, and current trends in school counseling and educational systems;
2. relationship of the school counseling program to the academic and student services program in the school;
3. role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;
4. strategies of leadership designed to enhance the learning environment of schools;

- 6.knowledge of the school setting, environment, and pre-K—12 curriculum;
- 7.current issues, policies, laws, and legislation relevant to school counseling;
- 8.the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling;
- 9.knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development;
- 10.knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices; and
- 11.ethical and legal considerations related specifically to the practice of school counseling (e.g., the ACA Code of Ethics and the ASCA Ethical Standards for School Counselors).

B. CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING

Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community, including all of the following:

- 1.advocacy for all students and for effective school counseling programs;
- 2.coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students;
- 3.integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K—12 students in maximizing their academic, career, and personal/ social development;
- 4.promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate;
- 5.methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community;
- 6.methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs; and
- 7.knowledge of prevention and crisis intervention strategies.

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS

1.Program Development, Implementation, and Evaluation

- a.use, management, analysis, and presentation of data from school- based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups, and needs assessments to improve student outcomes;
- b.design, implementation, monitoring, and evaluation of comprehensive developmental school counseling

programs (e.g., the ASCA National Standards for School Counseling Programs) including an awareness of various systems that affect students, school, and home;

c. implementation and evaluation of specific strategies that meet program goals and objectives;

d. identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies;

e. preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program;

f. strategies for seeking and securing alternative funding for program expansion; and

g. use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program.

2. Counseling and Guidance

a. individual and small-group counseling approaches that promote school success, through academic, career, and personal/social development for all;

b. individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career and personal/social development;

c. approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;

d. issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide)

e. developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);

f. constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success;

g. systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system; and

h. approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.

3. Consultation

a. strategies to promote, develop, and enhance effective teamwork within the school and larger community;

b. theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate;

c. strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children; and

d.knowledge and skills in conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs.

D. CLINICAL INSTRUCTION

For the School Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a school counseling setting, under the supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours.

The program must clearly define and measure the outcomes expected of interns, using appropriate professional resources that address Standards A, B, and C (School Counseling Programs).

Section III

CLINICAL INSTRUCTION

Clinical instruction includes supervised practica and internships that have been completed within a student's program of study. Practicum and internship requirements are considered to be the most critical experience elements in the program. All faculty, including clinical instruction faculty and supervisors, are clearly committed to preparing professional counselors and promoting the development of the student's professional counselor identity.

A. Each regular or adjunct program faculty member who provides individual or group practicum and/or internship supervision must have

- 1.a doctoral degree and/or appropriate clinical preparation, preferably from an accredited counselor education program;
- 2.relevant professional experience and demonstrated competence in counseling; and
- 3.relevant training and supervision experience.

B. Students serving as individual or group practicum supervisors must

1. have completed counseling practicum and internship experience equivalent to those within an entry-level program;
- 2.have completed or are receiving preparation in counseling supervision; and
- 3.be supervised by program faculty, with a faculty/student ratio that does not exceed 1:5.

C. A site supervisor must have

- 1.a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses;
- 2.a minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction; and
- 3.knowledge of the program's expectations, requirements, and evaluation procedures for students.

D. A clinical instruction environment, on- or off-campus, is conducive to modeling, demonstration, and training and is available and used by the program. Administrative control of the clinical instruction environment ensures adequate and appropriate access by the faculty and students. The clinical instruction environment includes all of the following:

- 1.settings for individual counseling with assured privacy and sufficient space for appropriate equipment (for example, TV monitoring and taping);
- 2.settings for small-group work with assured privacy and sufficient space for appropriate equipment;
- 3.necessary and appropriate technologies that assist learning, such as audio, video, and telecommunications equipment;
- 4.settings with observational and/or other interactive supervision capabilities; and
- 5.procedures that ensure that the client's confidentiality and legal rights are protected.

E. Technical assistance for the use and maintenance of audio and videotape and computer equipment is available as well as other forms of communication technology.

F. Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.

G. Students must complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum provides for the development of counseling skills under supervision. The student's practicum includes all of the following:

- 1.40 hours of direct service with clients, including experience in individual counseling and group work;
- 2.weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member;
- 3.an average of one and one half (1 1/2) hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by a program faculty member or a supervisor under the supervision of a program faculty member; and
- 4.evaluation of the student's performance throughout the practicum including a formal evaluation after the student completes the practicum.

H. The program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student's practicum (as defined in Standard III.G). The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. The student's internship includes all of the following:

- 1.240 hours of direct service with clients appropriate to the program of study;
- 2.weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship, (usually performed by the on-site supervisor;)
- 3.an average of one and one half (1 1/2) hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member;

- 4.the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, inservice and staff meetings);
- 5.the opportunity for the student to develop program-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision;
- 6.the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and nonprint media, professional literature, and research; and
- 7.a formal evaluation of the student's performance during the internship by a program faculty member in consultation with the site supervisor.

I. The practicum and internship experiences are tutorial forms of instruction; therefore, when the individual supervision is provided by program faculty, the ratio of 5 students to 1 faculty member is considered equivalent to the teaching of one (1) three-semester hour course. Such a ratio is considered maximum per course.

J. Group supervision for practicum and internship should not exceed 10 students.

K. Clinical experiences (practicum and internship) should provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

L. Students formally evaluate their supervisors and learning experience at the end of their practicum and internship experiences.

M. Programs require students to be covered by professional liability insurance while enrolled or participating in practicum, internship, or other field experiences.