

STUDENT HANDBOOK

**Valdosta State University
School Counseling Program
M.Ed/Ed.S
www.valdosta.edu/schc**

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**Department of Psychology and
Counseling
Valdosta State University
Valdosta, GA 31698**

The Official Policy Guide of the School Counseling Program at Valdosta State University.

Table of Contents

Mission Statements	4
Valdosta State University.....	4
College of Education.....	5
Department of Psychology and Counseling.....	5
School Counseling Program.....	5
Goals for School Counseling Program	6
School Counseling Program Information (M.Ed.).....	8
Admission and Program Information.....	8
Course Requirements.....	9
Required Courses	10
Course Sequence Full-time Students.....	11
Course Syllabi	12
Group Counseling Requirement	12
Maximum Enrollment Hours.....	12
Field Experience	12
Practicum	13
Internship	13
Field Experience Hours	13
Criminal Background Check	14
Insurance	14
CACREP	14
CACREP Benefits	15
CACREP Standards	15
M.Ed. School Counseling Core Program Outcomes.....	16
M.Ed. School Counseling Specialty Outcomes.....	20
Board of Regents Performance Standards	27
Student Assessment.....	28
GACE I & II.....	28
On-going Student Evaluation	28
Comprehensive Examination.....	29
Portfolio Requirements.....	29
Portfolio Outline	30
Policies	32
Student Recruitment Policy	32
Graduate Retention Policy	32
Academic Progress	32
Comprehensive Examinations	33
Professional/ Personal Standards Competence	33
Appeals	34
Endorsement Policy.....	35
Student Educational Responsibility Statement Rationale.....	35
Student Responsibility Statement	36
Professionalism,,,,,.....	37
Professional Organizations	37
Chi Sigma Iota	38

Advisory Board	38
School Counselor Certification.....	38
School Counseling Program (Ed. S.).....	38
Mission Statement.....	38
Admissions Information.....	39
Course Requirements.....	39
Appendices	41

INTRODUCTION

The faculty and staff want to welcome all school counseling Masters, Ed. S, and Certification students to the school counseling program in the department of Psychology and Counseling at Valdosta State University. We are committed to helping make this educational experience positive and to increasing you educational, personal, and professional growth. The faculty and staff want to assist you in developing the skills and competencies needed to work effectively with the students in the K-12 school system. We also want to help you work toward your professional goals as a school counselor.

Mission Statements

Valdosta State University

The core characteristics of the mission statement of Valdosta State University include:

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of a specific region of the state, and by particularly outstanding programs or distinctive characteristics that have a magnet effect even beyond the region;
- a campus-wide commitment to a technologically-enhanced learning community that promotes student success, sustains instructional excellence, serves a diverse and well-prepared student body, offers academic assistance, and provides enrichment for all students;
- a range of disciplinary and interdisciplinary academic programming at the baccalaureate and master's levels, as well as a range of professional programs at the baccalaureate and post-baccalaureate levels, including a limited number of professionally oriented doctoral-level programs;
- a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the university's scope of influence;
- a commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits and a commitment to research in selected areas of institutional strength and focused on regional need. (Graduate Catalog 2007-2008, p. 6)

College of Education

The College of Education shall define its purpose by maintaining a mission statement that meets the following criteria: relates to and supports the university's stated mission; accurately describes the unit and its characteristics; is developed with input from students, faculty, and administrators; is approved by the Executive Committee and faculty members;

and is considered for revision every three years. The mission statement is the foundation upon which the College of Education goals are developed:

The College of Education provides quality instruction through offering comprehensive degree programs in the liberal arts, pre-professional, and professional service areas at the associate, baccalaureate, masters, specialist, and doctoral levels. In addition to a primary focus on preparing future teachers and other professionals, faculty members of the College of Education also maintain a commitment to engaging in the scholarly pursuits of research and service for the advancement and sharing of knowledge.

<http://www.valdosta.edu/coe/COEmissionstatement.shtml>.

The Department of Psychology and Counseling

The Department of Psychology and Counseling serves the citizens of the region and state by offering instruction, research, and services designed to advance the understanding of behavioral and cognitive processes and to improve the quality of life. The principle function of the department is to prepare students at the undergraduate and graduate levels to pursue careers within the discipline and affiliated areas. A related purpose is to provide courses for programs in education, nursing and other disciplines. AT the baccalaureate level, students develop basic skills in scientific research, knowledge of psychological nomenclature and concepts, and are introduced to the diverse applications of psychology. The graduate programs prepare students to apply skills in school, mental health agencies, government, industry and other settings. Training at the graduate level is designed to prepared qualified, responsible professionals who may provide assessment, consulting, counseling, and other services to the citizenry of the region.

School Counseling Program

The mission of the Valdosta State University School Counseling Program is to educate professionals who will be leaders in the school environment and who accept responsibility for removing barriers and offering equal access to services for all students. The main emphasis of the School Counseling Program is to train school counselors who function as leaders utilizing data, advocacy, collaboration and consultation to provide

academic, career, and personal/social counseling and services to assist students from diverse backgrounds in achieving high levels of academic success.

The vision of the School Counseling Program is to educate and train school counselors dedicated to promoting success for all students by:

- developing and implementing comprehensive developmental school counseling programs that will assess and meet academic, career, and psychosocial needs of all students;
- developing community partnerships that provide support to the school counseling program;
- facilitating communication between students, family, school professionals, and the community through teaming and collaboration;
- serving as leaders and role models for students as a means of promoting positive student contributions to the school and community;
- and working with teachers and other school personnel to create a learning environment that will provide students with the skills necessary for academic, career, and personal success in a rapidly changing and diverse society.

Goals for School Counseling Program

Upon completion of the requirements for a School Counseling Program, school counseling students will be able to perform the effectively in the following areas:

- a. Leadership – The school counselor student will:
 - 1) develop and articulate a vision for all students that promotes high achievement and personal success.
 - 2) promote, plan, and implement preventive, developmental, and crisis intervention programs that address the academic, career, and personal/social needs of all students.
 - 3) arrange 1-1 relationships for students with adults in the schools setting for additional support and assistance in reaching academic success.
 - 4) provide leadership in defining and implementing a comprehensive developmental school counseling program.
 - 5) ensure ethical practices consistent with state law and national professional standards.
- b. Counseling and Coordination – The school counselor student will:
 - 1) provide counseling, classroom guidance, and appropriate interventions for individual students, groups and families to support the personal and academic success of all students.

- 2) identify resources that facilitate and support student personal and academic achievement as part of a comprehensive developmental school counseling program.
 - 3) provide knowledge and support for teachers, students, and parents concerning educational and career information and technology.
 - 4) develop plans/supports that help parents, students, and teachers set high aspirations for all students.
 - 5) conduct training initiatives for school personnel, parents, and community members that address student needs.
 - 6) integrate the school counseling program as an integral part of the school improvement plan.
- c. Advocacy – The school counselor student will:
- 1) advocate for the use of data to help the whole school look at student outcomes.
 - 2) advocate for effective, targeted programs and services that address individual student needs by race, ethnicity, gender, sexual orientation, disability, and religion.
 - 3) advocate for student experiences and exposures that will broaden students' career awareness and knowledge.
 - 4) advocate for students' placement and school support for rigorous preparation for all students.
 - 5) use technology as a tool in advocacy efforts and the procurement of resources to support program goals.
- d. Teaming and Collaboration – The school counselor student will:
- 1) participate/consult with teams to problem solve ensuring responsiveness to equity and cultural diversity issues as well as learning styles.
 - 2) collaborate with other agents (peer helpers, teachers, principal, community agencies, and businesses) to ensure that all students receive the opportunity to achieve academic and personal success.
 - 3) consult with parents about students' academic, career, and personal/social needs.
 - 4) collaborate with school and community teams to enlist their support in encouraging student achievement.
 - 5) consult with parents in building more responsive and collaborative relationships
 - 6) collaborate with school staff members in developing staff training on team responses to students' academic, social, emotional, and developmental needs.
- e. Assessment and Use of data – The school counselor student will:
- 1) use available technology resources to develop, implement, and evaluate counseling activities and the school counseling program.
 - 2) use data to support instructional decisions.

- 3) use data to assess and interpret student needs recognizing differences in culture, language, values, and backgrounds.
- 4) establish and assess measurable outcomes for the school counseling program.
- 5) use technology to analyze student achievement data and assess organizational barriers to learning, inclusion, and/or academic success for all students as part of a program of action research.
- 6) facilitate the use of data on student outcomes to identify achievement gaps and provide leadership for whole school planning that addresses ways to reduce and eliminate these gaps.

School Counseling Program Information (M.Ed.)

Admission and Program Information

The School Counseling Program requires a minimum of 48 hours of course work. Students who do not have competencies in curriculum and computer technology will be required to complete courses in those areas. In addition, certification in school counseling by the Georgia Professional Standards Commission requires the completion of a special education course.

- A. Regular Admission. To be considered for admission, the candidate must submit the following.
1. Appropriate undergraduate degree from an accredited university.
 2. A minimum undergraduate grade point average (GPA) of 2.5 on a 4.0 scale. Acceptable scores on the Graduate Record Examination (GRE) are no less than 350 on the verbal section and 350 on the quantitative or analytical sections, or less than 750 on the verbal plus either quantitative or analytical will be considered for admission.
 3. Three letters of recommendation from professionals acquainted with the applicant's academic and/or vocational background and interests. These letters must reflect the ability, interest, and motivation of the candidate to be successful in the program of study and the career field.
 4. A written statement of no more than 250 words describing the student's interest in this program and their plans post-degree. This statement must demonstrate articulation, writing skill, and aims consistent with the mission of the degree program.
 5. The satisfactory completion of an admission interview with faculty and members of the School Counseling Program advisory committee.

B. Probationary Admission.

The student may qualify for probationary admission by meeting requirements A-1), A-3), and A-4) as set forth above and a minimum 2.5 undergraduate GPA and 700 combined Verbal and Quantitative GRE with neither score below 350.

Course Requirements

The Master's in School Counseling consists of 48 semester credit hours. The program is composed of a core of required courses and specialization courses relevant to school counseling. The number of credit hours for the Certification/Non-degree programs is determined by the program coordinator and will include all courses required by the school counseling program that were not taken previously.

Students should meet with their academic advisors before or during the first semester of course work to establish a degree plan. The advisor's and student's signatures are needed on the degree plan prior to it becoming part of the student's permanent record. The degree plan is the student's contract with the department for completing the master's degree.

In order to successfully complete courses concentrating on clinical performance, students must demonstrate skills, which in the assessment of the course instructor meet 80% of the expected level of performance. Failure to meet these 80% criteria will result in the assignment of a grade of C or F for the course. No grade of A or B, regardless of academic performance, will be assigned to any individual who fails to perform at the 80% level clinically.

Students who do not have a degree in teacher education are required to complete additional course work. The Professional Standards Commission, the accrediting commission for school counselors, requires that students complete a course that addresses to complete a special education courses that provides a broad overview of special education. In addition, the school counseling program requires that students complete a curriculum course. The required core courses, specialty courses, and competency courses are listed below.

*Required Courses**Core courses*

RSCH 7100 Research Methodology	3
PSYC 7030 Measurement and Evaluation	3
PSYC 8250 Developmental Psychology	3
SCHC 7400 Counseling Theory and Practice	3
SCHC 7450 Group Counseling	3
SCHC 7470 Counseling Culturally Diverse Populations	3
SCHC 7800 Orientation to Counseling As A Profession	2
SCHC 7820 Career Counseling	3
SCHC 7900 Prepracticum	3
Total	26 hours

School Counseling Specialty Courses

SCHC 7010 Comprehensive School Counseling	3
SCHC 7420 Counseling Children and Adolescents	3
SCHC 7830 Consultation and Advocacy in School Counseling	3
SCHC 7891 Practicum	3
SCHC 7991 School Counseling Internship I	3
SCHC 7992 School Counseling Internship II	3
LEAD 7210 Ethics and Law	1
PSYC 7020 Conditions of Learning	3
Total	22 Hours
Total Semesters Hours in Degree Plan	48 Hours

State Requirements

SPEC 3000 (3) or equivalent
 GACE Content test I and GACE Content Test II
 Criminal Background Check

Competency Requirements

CIED 7060 (3) or equivalent

College of Education Requirements

Disposition Entry Survey
 Disposition Exit Survey

*All core courses must be completed prior to taking the comprehensive examination.

Course Sequence

Students beginning the school counseling program follow a sequence of courses that provides them with the knowledge and skills necessary to enter the practicum and internship experiences. In addition, the sequence allows students to complete the courses required to take the comprehensive examination prior to the final internship. It is imperative that students follow the established sequence and any deviation from the sequence must be noted in the degree plan.

Example Course Sequence: Full-Time Students

Summer Entry

Summer	SCHC 7400	SCHC 7800	RSCH 7100	
Fall	SCHC 7450	SCHC 7470	PSYC 8250	
Spring	SCHC 7010	SCHC 7820	PSYC 7030	
Summer	SCHC 7830	SCHC 7981	CIED 7060	
Fall	SCHC 7991	SCHC 7420	SPEC 3000	
Spring	SCHC 7992	PSYC 7020	LEAD 7210	

Comprehensive Examination: Summer 2

Fall Entry

Fall	SCHC 7400	SCHC 7420	SCHC 7800	RSCH 7100
Spring	SCHC 7010	SCHC 7900	PSYC 7030	
Summer	SCHC 7470	SCHC 7830	SCHC 7981	CIED 7060
Fall	SCHC 7420	SCHC 7450	SCHC 7991	PSYC 8250
Spring	SCHC 7992	PSYC 7020	LEAD 7210	SPEC 3000

Comprehensive Examination: Fall 2

Spring Entry

Spring	SCHC 7820	PSYC 7030	RSCH 7100	
Summer	SCHC 7400	SCHC 7800	LEAD 7210	CIED 7060
Fall	SCHC 7420	SCHC 7450	PSYC 8250	
Spring	SCHC 7010	SCHC 7900	PSYC 7020	
Summer	SCHC 7470	SCHC 7830	SCHC 7981	
Fall	SCHC 7991	SCHC 7992	SPEC 3000	

Comprehensive Examination: Summer 2

Course Syllabi

Some courses, such as the Practicum, will require individual supervision that may mean a return to campus in addition to the regular scheduled class day.

Copies of generic course syllabi are available in the department and on the Department web site at:
<http://education.valdosta.edu/syllabi/viewsyllabibydept.asp?dept=PSYC>
 for review by individuals interested in our counseling programs and by students already enrolled. The syllabi include descriptions of course content, rationale, objectives, previously required texts (texts are subject to change), supplementary readings, student performance, evaluation criteria and procedures for each course in the curriculum. Professors will follow the departmental syllabi for a given course, but each is free, according to the principle of academic freedom and his or her individual characteristics, to supplement and enrich a particular course.

Group Counseling Course Requirements

Students enrolled in Orientation to Counseling as a Profession (SCHC 7800) will be involved in a group counseling experience for a minimum of 10 hours per semester and are expected to engage in growth experiences that will include self-disclosure.

Maximum Enrollment Hours

The maximum number of course hours a student may enroll in is **12 credit hours**. The recommended number of hours for a full-time student is 9 credit hours and six credit hours for a part-time student.

Field Experience

Field experience is be an integral part of the School Counseling Program requiring placement each semester the student is enrolled in school counseling courses throughout the students program of study. Students must provide the instructor with completed field experience applications by the end of the second week of the semester. Each school counseling course the student is enrolled in will have a field experience component. Students **must** accumulate separate hours for each course they are enrolled in. Applications may be obtained from the instructor or office staff. Students must obtain liability insurance prior to beginning field experience. Applications for liability insurance through the Student Professional Association of Georgia Educators are located in the Dean's office in the Education Center. A student may not begin counting hours for field experience until after all forms have been completed and signed by all parties. All applications for Practicum and Internship must be submitted for Spring Semester by November 15, Fall Semester by July 15, and Summer Semester by March 15. You may not accumulate hours at any site until the site has been approved and all application materials are submitted.

Practicum

Practicum requires a minimum of 100 field experience hours in the school setting with 60 of these hours resulting from direct student contact. Students may enroll in practicum after completing Counseling Theory/Practice (SCHC 7400), Introduction to Counseling as a Profession (SCHC 7800), Prepracticum (SCHC 7900), and Comprehensive School Counseling (SCHC 7010). Applications for practicum must be submitted and approved by the practicum committee prior to beginning the field placement. **Please note that a minimum of 100 hours at each school level (elementary, middle, and high school) must be acquired during practicum and internship.**

Internship

The Council for Accreditation for Counseling and Related Educational Programs (CACREP) is the accrediting body for counseling programs. According to CACREP Standard III.H., the school counseling internship occurs in a school counseling setting under the clinical supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes 600 clock hours of internship with 240 of those hours being direct service clock hours. The school counseling program at Valdosta State University requires that students complete 300 direct contact hours, 150 hours per internship. Internships will occur over two semesters with the student working 20 hours per week at the school site. In addition, prior to enrolling in the second internship course, the student must pass the CPCE examination. Applications for internship must be submitted and approved by the internship committee the semester before the beginning the field placement and hours cannot be counted until the site has been approved. **Thirty contact** hours of internship must be completed with students enrolled in special education classes. **Fifty hours** of internship must be spent working with an administrator (principal or vice principal).

Field Experience Hours

Course	Number of Hours	Specific Contact Hours
SCHC 7450	50 hours	
SCHC 7800	20 hours	
SCHC 7820	30 hours	
SCHC 7900	30 hours	
SCHC 7981*	100 hours	60 Direct Contact
SCHC 7991*	300 hours	150 Direct Contact 50 Hours with Administrator
SCHC 7992*	300 hours	150 Direct Contact 30 Hours Special Education
* 100 hours must be completed at each school level during practicum and internship		

Criminal Background Check

School counseling students who are not employed in the school system where they are doing their field experience are required to have a criminal background check. Students must go to the Sheriff's office to get the criminal background check. Once you have the complete forms, the forms a copy needs to be given to your advisor and the original needs to be taken to the College of Education so the information can be put on the Teacher's Admission Page in Banner. Students who have completed a background check for employment may take the complete form to the College of Education and provide your advisor with a copy.

I

Insurance

Students must have liability insurance from the first experience they have in the schools. Students are required to show evidence of professional liability insurance. Evidence is a copy of the insurance card or a letter from the company providing insurance stating that the student does have appropriate insurance. A copy of your insurance card needs to be taken to the College of Education so the information can be placed on the Teacher's Admission Page in Banner.

By the second meeting of any course requiring field experience, students must supply a copy of insurance verification to the university supervisor for their field experience file. If the information has been placed in Banner, the instructor can get the insurance information there. Many professional organizations (members only) and some private companies offer low rates for students. The American Counseling Association (ACA) and Student Professional Association of Georgia Educators (SPAGE) offer lower student rates for membership and liability insurance. Applications for SPAGE membership are available online at www.pagefoundation.org/spage/ and student liability insurance information for ACA can be found at www.counseling.org and in the program coordinator's office.

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

This is a CACREP Accredited School Counseling Program

The School Counseling Program is CACREP accredited, and faculty think it is important for students to understand the importance of accreditation and have knowledge of the organization that accredits counseling programs.

CACREP* was formed in 1981. Often, as with CACREP, the specialized accrediting bodies were organized by professional associations. The history of commitment to accreditation has been long and substantive by the American Counseling Association (ACA) and its respective divisions. Accreditation is viewed as a means of proactively strengthening our profession. Formed as a corporate affiliate of ACA, CACREP's

mission coincides with that of ACA - to promote the advancement of quality educational program offerings.

In the United States, both the process and the condition of accreditation have a unique structure since accreditation is extended through nongovernmental, voluntary institutional agencies or professional associations. Therefore, the criteria for evaluation utilized by CACREP are the result of extensive input from educators, practitioners, and the public-at-large.

Schools with programs accredited by CACREP have accepted their responsibility to provide quality-training programs. Accreditation is a powerful tool for self-evaluation and improvement. The Council remains responsive to the changing needs of society and those persons serving as counselors. CACREP accredited programs are encouraged to make continual evaluations and revisions to remain current.

The school counseling program at Valdosta State University uses the CACREP standards as program outcomes.

* The information above about CACREP is taken directly from its website at [www.counseling.org/cacrep/about CACREP.html](http://www.counseling.org/cacrep/about%20CACREP.html).

Benefits of CACREP accreditation

Counseling professionals understand that those students graduating from a CACREP accredited program have met minimum educational standards. In addition, students can become National Certified Counselor (NCC)-eligible after passing the National Board for Certified Counselors (NBCC) exam. A two year post-masters professional counseling experience is required by graduates of programs that are not CACREP approved.

CACREP Standards

CACREP curriculum area standards are identified as:

1. **Human Growth and Development:** Completion of the program will provide the student an understanding of the major theories of human growth and development; how human behavior and environmental factors affect both normal and abnormal behavior in both the school and community agency setting.
2. **Social and Cultural Foundations:** Completion of the program will provide the student an understanding of issues and trends in a multicultural and diverse society. These considerations are based upon human attitudes and behavior toward such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status, and intellectual ability.
3. **Helping Relationships:** Completion of the program will provide the student an understanding of counseling and consultation processes such as basic

interviewing, assessment, and counseling skills. Other helping considerations include knowledge of counselor, consultant, and client characteristics; and behaviors that influence the helping process.

4. **Group Work:** Completion of the program will provide the student an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches. **To assist students in understanding the group process, students will be involved in a 10 hour group experience that will require them to be part of an experiential group.**
5. **Lifestyle and Career Development:** Completion of the program will provide the student an understanding of career development and related life factors such as the career decision-making process and interrelationships among work, family and other life roles including multicultural and gender issues as related to career development.
6. **Appraisal:** Completion of the program will provide the student an understanding of individual and group approaches to assessment and evaluation.
7. **Research and Evaluation:** Completion of the program will provide the student an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
8. **Professional Orientation and Ethics:** Completion of the program will provide the student an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

Specialization: Completion of the program will provide the student knowledge and competence in the basic skills for entrance into the counseling profession specialization of his or her program

M.Ed. School Counseling Eight Core Program Outcomes

1. **PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE**—studies that provide an understanding of all of the following aspects of professional functioning:
 - a. history and philosophy of the counseling profession;
 - b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
 - c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;

- d. self-care strategies appropriate to the counselor role;
 - e. counseling supervision models, practices, and processes;
 - f. professional organizations, including membership benefits, activities, services to members, and current issues;
 - g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
 - h. the role and process of the professional counselor advocating on behalf of the profession;
 - i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
 - j. ethical standards of professional organizations and credentialing bodies, 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 society, including all of the following:
- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
 - b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
 - c. theories of multicultural counseling, identity development, and social justice;
 - d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
 - e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
 - f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, 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, including current understandings about neurobiological behavior;
 - c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
 - d. theories and models of individual, cultural, couple, family, and community resilience;
 - e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
 - f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
 - g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
 - h. theories for facilitating optimal development and wellness over the life span.
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, and 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 multicultural issues in career development;
 - e. career and educational planning, placement, follow-up, and evaluation;
 - f. assessment instruments and techniques relevant to career planning and decision making; and

- g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.
5. **HELPING RELATIONSHIPS**—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
- a. an orientation to wellness and prevention as desired counseling goals;
 - b. counselor characteristics and behaviors that influence helping processes;
 - c. essential interviewing and counseling skills;
 - d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
 - e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
 - f. a general framework for understanding and practicing consultation; and
 - g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.
6. **GROUP WORK**—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, 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 or facilitation 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; and

- e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.
7. **ASSESSMENT**—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, 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, psychological testing, and behavioral observations;
 - 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. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
 - g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.
 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 in advancing the counseling profession;
 - b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
 - c. statistical methods used in conducting research and program evaluation;
 - d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;

- e. the use of research to inform evidence-based practice; and
- f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

M.Ed. School Counseling Specialty Outcomes

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. In addition to the common core curricular experiences outlined in Section II.F, programs must provide evidence that student learning has occurred in the following domains.

FOUNDATIONS

A. Knowledge

1. Knows history, philosophy, and trends in school counseling and educational systems.
2. Understands ethical and legal considerations specifically related to the practice of school counseling.
3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.
5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.
6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.

2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.
2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.
4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.
5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.
6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

D. Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.
3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.
4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

F. Skills and Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

ASSESSMENT

G. Knowledge

1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.

2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.
3. Identifies various forms of needs assessments for academic, career, and personal/social development.

H. Skills and Practices

1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.
3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
4. Makes appropriate referrals to school and/or community resources.
5. Assesses barriers that impede students' academic, career, and personal/social development.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of school counseling.
2. Knows models of program evaluation for school counseling programs.
3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).
4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).
5. Understands the outcome research data and best practices identified in the school counseling research literature.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of school counseling.
2. Develops measurable outcomes for school counseling programs, activities,

- interventions, and experiences.
3. Analyzes and uses data to enhance school counseling programs.

ACADEMIC DEVELOPMENT

K. Knowledge

1. Understands the relationship of the school counseling program to the academic mission of the school.
2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

L. Skills and Practices

1. Conducts programs designed to enhance student academic development.
2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

COLLABORATION AND CONSULTATION

M. Knowledge

1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.
2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.
3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
4. Understands systems theories, models, and processes of consultation in school system settings.

5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.
7. Knows school and community collaboration models for crisis/disaster preparedness and response.

N. Skills and Practices

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
2. Locates resources in the community that can be used in the school to improve student achievement and success.
3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
4. Uses peer helping strategies in the school counseling program.
5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

LEADERSHIP

O. Knowledge

1. Knows the qualities, principles, skills, and styles of effective leadership.
2. Knows strategies of leadership designed to enhance the learning environment of schools.
3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.
4. Understands the important role of the school counselor as a system change agent.
5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

P. Skills and Practices

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

University System of Georgia, Board of Regents Performance Standards for School Counselors

The following standards were adopted by the Board of Regents (BOR) in July 2004. School Counseling Programs in the state of Georgia must meet these standards by 2007.

I. Results:

- IA. Graduates from school counseling programs increase students' social/emotional development and career preparedness.
- IB. Graduates from school counseling programs enhance students' academic success.

II. Performance (school counseling candidates and institutions):

A. Performance Outcomes for School Counselor Candidates:

- IIA(1). Advocate for school policies, programs and services that are equitable and responsiveness to cultural differences among students.
- IIA(2). Advocate for rigorous academic preparation of all students to close the achievement gaps among demographic groups.
- IIA(3). Coordinate a school to career transition plan for each student.
- IIA(4). Provide leadership in the development, implementation, evaluation, and revision of a comprehensive school counseling plan that contributes to school renewal by promoting increased academic success, career preparedness, and social/emotional development for all students.
- IIA(5). Use student outcomes data to facilitate student academic success.
- IIA(6). Provide individual and group counseling and classroom guidance that promote academic success, social/emotional development, and career preparedness for all students.
- IIA(7). Collaborate with other professionals in the development of staff training, family support, and appropriate community initiatives that address student needs.

- IIA(8). Assess student needs and make appropriate referrals to school and/or community resources.
- IIA(9). Demonstrate mastery and application of the content knowledge in each of the following eight core areas of counseling recommended by Council for the Accreditation of Counseling and Related Educational Programs (CACREP): (1) Professional Identity and Orientation; (2) Social and Cultural Diversity; (3) Human Growth and Development; (4) Career Development; (5) Helping Relationships; (6) Group Work; (7) Assessment and Evaluation; and (8) Research and Program Evaluation.

Student Assessment

GACE Content Test I

Students who have not completed the GACE I or equivalent must complete this examination to be certified as a school counselor in Georgia, if their SAT or GRE or ACT scores are not above the cut-off point established by the state of Georgia. The exemption scores are as follows: SAT – Combined score of 1000; ACT combined score of 43; and GRE combined score of 1030.

GACE Content Test II

Georgia requires that all students pass the GACE II specialty area in school counseling to become certified as a school counselor. Copies of the scores must be given to the student's advisor.

On-going Student Evaluation

Students are informed that they will graduate under the requirements of the catalog that was in effect at the time they were admitted to the program. If catalog changes occur during their program, they may submit themselves to the scrutiny of those new requirements if they so choose. This protects the students from curricular changes that occur during the course of their enrollment in the program, and at the same time provides them with the opportunity to take advantage of the more current curricular requirements, should they choose to do so.

Students are assessed at various points during their program of study. These points include:

1. admissions
2. field experiences, practicum, and internship
3. grades
4. academic course evaluations
5. comprehensive examinations
6. end of the semester evaluations
7. Portfolio

The admission process is the first assessment. Once admitted to the program, student academic performance is assessed in each class and on the Counseling Preparation Comprehensive Examination (CPCE) that is used as a comprehensive examination that all students must pass to graduate. Students are also evaluated through observation during all field experiences. Students are evaluated by their site supervisors during practicum/internship and meet with the faculty supervisors during the final site visit to discuss the evaluation.

Students are evaluated through their grades. Students receiving less than a “B” in a course receive a notice from the Graduate School indicating that the grade in the class is less than desirable and the deficiency points assigned. In addition, an end of semester evaluation form is being developed for each course that will be completed by the instructor for each student at the end of the semester. The forms have been completed for SCHC 7010, SCHC 7450, SCHC 7820, SCHC 7900, and PSYC 7030.

During advisement, the student’s advisor will provide the student with a summary of his or her performance that includes: grades, a summary of the end of semester evaluation forms, summary of field experience evaluations, and student’s strengths and weaknesses. Using this information the advisor will help the student to establish goals that will address areas that need improvement.

Comprehensive Examination

The comprehensive examination consists of two parts. The first part of the examination requires that students pass the Counselor Preparation Comprehensive Examination (CPCE). The examination tests the students over the eight core areas established by CACREP: Human Growth and Development, Professional Identity, Social and Cultural Foundations, the Helping Relationship, Career Counseling, Group Counseling, Assessment, and Research and Program Evaluation. Students must complete the following courses before taking the examination: PSYC 8250 – Human Growth and Development; PSYC 7030 – Tests and Measurement; SCHC 7800 – Orientation to Counseling as a Profession; SCHC 7400 – Theory and Practice of Counseling; SCH 7900 – Prepracticum; SCHC 7820 – Career Counseling; SCHC 7450 – Group Counseling; RSCH 7100 – Educational Research. Students must pass the examination prior to beginning their final internship.

Portfolio Requirements

Students will complete a portfolio that will be assessed by the faculty and school counseling advisory committee as part of the graduation requirements. The portfolio submission date is set by faculty and is typically the midterm date of the student’s final semester of enrollment. The following table details the components of the portfolio. Students must begin developing their portfolios immediately. An initial evaluation will be completed by the course instructor at the end of each class that requires portfolio materials. The materials will be handed in to the instructor on the last day of class.

Portfolio Outline

Course	Component	Activity Completed
PSYC 7030	Measurement and Evaluation	Impact Project Log – Hours worked on Impact Project
SCHC 7800: Introduction to Counseling as Profession	Professional Statements	Professional Statements Brochure Log - 20 hours field experience
SCHC 7900: Prepracticum	Beginning Skills Components	Classroom Guidance Activity Log - 30 hours field experience
SCHC 7450: Group Counseling	Group Components	Group with a specific theme Classroom Guidance Activities Log - 50 hours field experience
SCHC 7820: Career Counseling	Career Development	Career CDSCP Teacher In-service with modifications for parents and students Career Research Paper Log - 30 hours field experience
SCHC 7010: Comprehensive Development School Counseling	Academic and Personal/Social Development	CDSCP Technology Plan GSCA Paper
SCHC 7830: Consultation and Advocacy in School Counseling	Consultation, Advocacy, and Collaboration Components	Advocacy Project Service Learning Plan or Crisis Plan Consultation Project
SCHC 7470: Counseling Cultural Diverse Populations	Cultural Diversity Components	School Year Cultural Plan 30 hours field experience (unless course is taken during the summer)
SCHC 7891: Practicum	Ethics and Theory Components	Practicum Evaluations Log – 100 hours*
SCHC 7991 and 7992	Practice Components	SCHC 7991 Academic Advocacy Activity Log - 300 hours of field experience Internship I Evaluations SCHC 7992 Cultural Advocacy Activity School Improvement Plan Resume Log - 300 hours of field experience Internship II Evaluations

Assessment	Components	Evidence of the following: Attendance at orientation; Student responsibility statement; Enrollment in a professional organization; Copy of completion certificate from a professional presentation; Completion of curriculum and special education course; Evidence indicating passage of Comprehensive examination; Completion GACE I if required; Liability Insurance
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Students will also include in their portfolio evidence of the following:

1. Attendance at orientation;
2. Student responsibility statement;
3. Membership in a professional organization;
4. Copy of certificate from a professional presentation;**
5. Completion of competency requirements (if required);
6. Passage of GACE I (if required);
7. Completion of comprehensive examinations
8. Copy of endorsement statement
9. Evidence that at least 100 hours of practicum or internship was completed each school level (elementary, middle and high school levels).*
10. All field experience logs.

**Students are required to make a presentation at a national counseling organization conference or at the annual conference of the Georgia School Counseling Association

Policies

Student Recruitment Policy

The policy of the School Counseling program mirrors that of the Valdosta State University.

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973. (p.234 Graduate Catalog, 2006-2007).

The School Counseling Program at Valdosta State University is committed to providing equality of educational opportunities for all students. The Program does not discriminate against students based on race, color, national origin, religion, sex, and/or handicap of the individual. It is Program policy to recruit qualified faculty, students, and staff from diverse backgrounds, experiences, and cultural influences who are representative of the area served by Valdosta State University. The faculty strongly believes that the program is enhanced by culturally diverse students and focuses on developing school counseling professionals that are prepared to work in a diverse society.

Graduate Retention Policy

The faculty of a regional university has the duty and responsibility to provide the public with ethical and competent practitioners. Toward these goals, the university adopts selective admissions and retention policies. The delivery of psychological services, especially of a clinical nature, in schools, mental health settings, and organizations requires the practitioner to meet both academic and professional standards of competence. Accordingly, the faculty of the Department of Psychology, Counseling, and Guidance has adopted the following requirements that students must follow in order to graduate from one of the department's graduate programs.

Academic Progress

Academic progress is determined based on grades in the program of study for the program for which the student is currently enrolled, as well as performance on comprehensive examinations as required by the specific program. No grade below a "C" will be credited toward a graduate degree from the Department of Psychology, Counseling, and Guidance. Students will be dismissed from the program if they

accumulate 3 or more academic deficiency points. A grade of “C,” while credited toward the degree, will result in one deficiency point. A grade of “D” is two deficiency points; a grade of “F” is 3 deficiency points. Students must have a grade point average of at least 3.0 in the departmental program of study to graduate.

If a student wishes to withdraw from a class with a grade of “WP,” it is the student’s responsibility to initiate and complete the withdrawal process prior to the midterm deadline. “WP” grades do not affect academic deficiency points or grade point average.

The Graduate School of Valdosta State University stipulates that all coursework must be completed within a seven-year period. Under extenuating circumstances, a one-time extension may be granted by the Dean of the Graduate School. Procedures for such appeals are described in the Graduate Catalog.

Comprehensive Examinations

A student must successfully pass comprehensive examinations after having taken the appropriate coursework in order to continue course work or practicum/internships requirements. Following the second failed attempt to pass comprehensive examinations, the faculty will review the student’s file to determine whether the student will be given a third opportunity to pass and how remediation may assist the student in passing, or may recommend that the student be withdrawn from the program. Following the second failure to pass the examination, program faculty will meet with the student and review exam performances to determine specific areas of difficulty. Remediation activities may include retaking coursework in which the student has demonstrated significant deficiencies on the examinations. If students refuse to undergo remediation as recommended by the faculty, the program faculty may recommend the student be removed from the program. Students may appeal all decisions as set forth in the graduate handbook.

Professional/Personal Standards of Competence

Commensurate with current legal requirements and professional standards and practices, individuals providing psychological services must exhibit appropriate personal and professional adjustment as they relate to their professional competence (e.g., American Psychological Association’s Ethical Code; American Counseling Association standard F.3, Council for the Accreditation of Counseling and related Education Programs Section II, F, and National Association of School Psychologist accreditation standards). Based on the professional evaluations of the program’s faculty, students who do not exhibit consistent patterns of such adjustment will be advised to take remedial actions, particularly if professional performance becomes impaired. If not remediated they will not be recommended for graduation and/or licensure/certification.

Any faculty member with concerns about a student’s personal and professional adjustment should first discuss such concerns informally with the student. The faculty member should document details of any such informal contact. Should concerns warrant a more formal review, the faculty member may initiate a review by submitting a written letter to the student’s advisor, the program coordinator, and the department head. The initiating faculty member will bring his/her concerns to the meeting with the advisor, department head, and program coordinator. If the resolution of such a meeting warrants

continued action, the department head will issue an informative letter to the student that will include a copy of the letter written by the initiating faculty member, in order to inform the student that such a review process is being initiated. The student shall be permitted an opportunity to meet with the program faculty. The faculty will decide upon the course of action best suited for the individual student's case, potentially including but not limited to: no action, remediation, or dismissal from the program. The student will be given at least one opportunity to remediate any faculty concerns prior to dismissal from the program. One term following any recommendation and/or remediation, the faculty will meet again with the student to discuss the effects of remediation and again review the student's progress. Faculty will assist any student dismissed from the program in transitioning out of the program, and if possible, into a more appropriate area of study.

Specific areas warranting such a review include but are not limited to: professional ethical concerns, professional deportment, academic misconduct, and personal adjustment issues such as emotional disturbance that interferes with the ability to competently perform professional duties, impairment of professional skills due to personal difficulties, and culturally insensitive and/or harassing behavior.

Appeals

Students may accept or reject any remediation suggestions, with consequences spelled out in the written summary given to the student. Students should respond in writing within 14 days following receipt of the written summary of faculty recommendations. Students may appeal the decision of remediation or dismissal for academic reasons, repeated failure of comprehensive examinations, or professional/personal standards of competence, by submitting a written request for an appeal to the head of the department. Such a request for appeal should include copies of all relevant written correspondence exchanged during this process. It is the responsibility of the department head to present the request for appeal to the appropriate administrative personnel for review. The procedure is described in the VSU Graduate Catalog.

Summary of Steps in Process for Nonacademic Remediation or Removal

1. Faculty member has concerns about student's ability to engage in unimpaired professional practice due to personal adjustment difficulties or similar factor. Faculty member attempts to address such concerns in an informal meeting with student, and documents details of meeting.
2. If a more formal review becomes necessary, faculty member should thoroughly document concerns about student's potential impairment and present them to department head, student's advisor, and program coordinator.
3. Faculty member, advisor, program coordinator, and department head meet to review documented concerns and discuss whether it is necessary to address these concerns with the student.
4. If necessary to proceed, the department head issues an informative letter to the student (including the original letter written by the initiating faculty member) explaining that a review process is underway and inviting the student to meet with program faculty.

5. The program faculty will discuss their concerns with the student and agree upon recommendations for remediation.
6. The student is given one term to attempt to remediate difficulties.
7. Following the term, the program faculty will again meet with the student to review progress and decide whether further remediation is needed and/or whether removal from the program must be considered.
8. Faculty will assist any student dismissed from the program in transitioning out of the program, and if possible, into a more appropriate area of study.
9. Students may appeal decisions at any step through submission to the department head of a letter stating the grounds of appeal, and including copies of all relevant written correspondence. The process for appeals is outlined in the Graduate Catalog.

Endorsement Policy

Section F, Item 1.h, of the ACA Code of Ethics states, “Counselors do not endorse students or supervisees for certification, licensure, employment, or completion of an academic or training program if they believe students or supervisees are not qualified for the endorsement. Counselors take reasonable steps to assist students or supervisees who are not qualified for endorsement to become qualified.”

Each graduate of the School Counseling Program is endorsed upon being graduated from their respective programs as having met certain academic and clinical standards and therefore, prepared for entry level positions within his or her chosen area of specialty. The department will not endorse a student in any program for which they believe the student is not qualified

Any student can obtain a copy of the endorsement statement for the School Counseling Program from the School Counseling Program Coordinator.

Students Educational Responsibility Statement Rationale

Mission Statement

The mission of the Valdosta State University School Counseling Program is to educate professionals who will be leaders in the school environment and who accept responsibility for removing barriers and offering equal access to services for all students. The main emphasis of the School Counseling Program is to train school counselors to provide academic, career, and personal/social counseling and services to assist students from diverse backgrounds in the achievement of high levels of academic success.

The vision of the School Counseling Program is to educate and train school counselors dedicated to promoting success for all students by:

- developing and implementing comprehensive developmental school counseling programs that will assess and meet academic, career, and psychosocial needs of all students;
- developing community partnerships that provide support to the school counseling program;

- facilitating communication between students, family, school professionals, and the community through teaming and collaboration;
- serving as leaders and advocates for students as a means of promoting positive student contributions to the school and community;
- and working with teachers and other school personnel to create a learning environment that will provide students with the skills necessary for academic, career, and personal success in a rapidly changing and diverse society.

Student Responsibility Statement

The mission of the Valdosta State University School Counseling Program is to educate professionals who will be leaders in the school environment and who accept responsibility for removing barriers and offering equal access to services for all students. The main emphasis of the School Counseling Program is to train school counselors to provide academic, career, and personal/social counseling and services to assist students from diverse backgrounds in achieving high levels of academic success.

Upon being admitted to the School Counseling Program, I agree to:

1. read and abide by the ethical standards of the American Counseling Association, and other appropriate professional associations.
2. maintain a professional attitude and decorum while in the program by:
3. read and abide by the ethical standards of the American Counseling Association, and other appropriate professional associations.
4. maintain a professional attitude and decorum while in the program by:
 - a. maintaining the highest standards of honesty, respect, and integrity in my work and relationships with others;
 - b. maintaining confidentiality with my clients and groups with whom I work;
 - c. attending all class meetings, and scheduled appointments;
 - d. being on time to all classes, meetings, and appointments;
 - e. participating in class discussions and activities; and
 - f. completing all assignments on time and according to the standards set.
5. understand that a criminal background check will be completed and could result in termination from the School Counseling Program.
6. complete the School Counseling Program within seven years of my start date or I will have to take classes over.
7. understand that if I choose to leave the school counseling program, then choose to return to the program at a later date I must complete the program requirements under the guidelines of the graduate catalog I am readmitted under.

I have read the mission statement and student responsibility statement of the Valdosta State University's School Counseling Program and I am committed to implementing the mission statement, responsibilities, and standards upon which the program is based.

Student Signature

Date

Professionalism

Professionalism is operationally defined as: students are to maintain decorum of the highest standards expected of professional school counselors. Specific examples where these standards are not met and where deductions may be taken from a final course grade are: absences from class/missing work, late to class/late to work, disrespectful behavior toward person in authority/your site supervisor or toward other students/co-workers, incomplete work/not finishing your job, work that is turned in late/work that missed deadlines, doing work for other courses while in this class/doing other jobs or personal work, not using appropriate netiquette, and any other behavior that would compromise professionalism of the student/professional person that is observed by the instructor.

Professionalism at a school site requires that the student be flexible and meet the schedule set forth by the school counselor at the site. Students should dress in an appropriate manner when participating in any field experience. Appropriate clothing that is not revealing and mirrors the attire worn by others in the school system should be worn.

Professionalism would indicate that school counseling students should not engage in any contact with public school students that involves social media, texting or their personal cell phones. The school counseling student should not “friend” public school students, follow them on twitter, text them from your personal cell phone, or engage in any other behavior involving social media that might not be seen as professional.

Professional Organizations

Professional organizations are vital to any profession. Such organizations foster standards, ethical principles, research, accreditation, and governance. Students are encouraged to join appropriate professional organizations. Most professional counseling organizations offer lowered rates for student membership. Examples of appropriate organizations include:

American Counseling Association (www.counseling.org),
 American School Counselors Association (www.schoolcounselor.org),
 Georgia School Counselors Association (www.gaschoolcounselors.org),
 American Association of Specialists in Group Work (www.asgw.org).
 Georgia Professional Standards Commission (www.gapsc.com),
 Georgia Composite Board of Professional Counselors
 (<http://www.sos.state.ga.us/plb/counselors/>)
 National Board of Certified Counselors (www.nbcc.org)
 Student Professional Association of Georgia Educators (www.pagefoundation.org/spage/)
 National Career Development Association (www.ncda.org)
 Multicultural Counseling and Development Association
 (<http://www.bgsu.edu/colleges/edhd/programs/AMCD/HomePage.html>)

Chi Sigma Iota International Honor Society

In Spring, 2010, Valdosta State University Psychology and Counseling Department founded the Gamma Nu Chapter of Chi Sigma Iota Counseling Academic and Professional Honor Society. Chi Sigma Iota (CSI) has initiated over 68,000 professionals and professionals-in-training worldwide, and currently has over 12,500 active members among over 263 campus based chapters in this country and abroad. As a result, members of Valdosta State University School Counseling Program is recognized by and affiliated with one of the largest counseling organizations in the world. The sole mission of Chi Sigma Iota is to recognize and promote excellence in the profession of counseling.

Membership in Chi Sigma Iota, as specified in the [Bylaws](#), is open to both students and graduates of counselor education programs. Students must have completed at least one semester of full-time graduate coursework in a counseling program, have earned a grade point average of 3.5 or better on a 4.0 system, and be recommended for membership in CSI by the chapter. Faculty, alumni, and professional members shall have met the overall G.P.A. requirement as graduates of a counseling programs and be recommended to CSI by the chapter. The primary identity of these persons shall be as professional counselors including evidence of a state or national credential as a professional counselor. Individuals invited to membership by the Gamma Nu Chapter may complete the [New Member Application](#), Membership invitations and an initiation ceremony will take place once per year. The Chapter Faculty Advisor or appropriate chapter officer (e.g., President, Treasurer, or Membership Chair) should be notified that the application has been submitted.

Student may visit www.csi-net.org to (a) learn more about CSI and its many activities; (b) read past issues of the Society publication, the Exemplar; (c) learn about criteria for grants, awards and fellowships; (d) review CSI accomplishments and advocacy activities for professional counselors; or (e) view available graduation regalia, member clothing and jewelry, and much more!

School Counseling Program Advisory Board

The School Counseling Program Advisory Board functions to provide support and guidance to the School Counseling Program. The Board is composed of school counselors, faculty members, administrators, and students. The Board meets twice per year to review changes, provide input to the program, and update information about the program and related community activities. The Advisory Board also participates in interviewing applicants to the School Counseling Program.

School Counselor Certification

School Counseling Certification Requirements

Students requesting certification in school counseling will complete the courses and requirements listed below or demonstrate the competencies of each. Certification plans will be developed utilizing the required courses and assessments as a baseline. Master's level courses and comprehensive examinations completed within the last **seven** years at

Valdosta State University or another institution of higher education and the school counseling program requirements will be compared to determine the individual certification plan for each student. Valdosta State University will not accept any course that was not completed within the last seven years. All certification students will complete a comprehensive examination for the school counseling specialty area.

Online Ed.S. School Counseling Program

Mission Statement

The Education Specialist degree in school counseling is designed to enhance and advance the knowledge and skills of students beyond the Master's level in the following areas: Counseling and Supervision, Leadership and Coordination, Consultation and Teaming, Technology, Advocacy and Research. The Ed.S. Program prepares students, who are already certified as school counselors to become leaders and researchers in the educational environment.

Admission Requirements

1. A student must be a certified school counselor in the state of Georgia or hold the credentials to be certified. If a student does not hold the credentials to be certified in the state of Georgia, all coursework needed for certification must be completed prior to beginning coursework for the Ed.S.
2. A student must have one year experience working as a certified school counselor in a school setting. The one year of experience may **not** include practicum(s) and internship(s).
3. A student will not be admitted with a grade point average of less than 3.0 on all previous graduate work attempted.
4. A student will not be admitted with a Graduate Record Examination (GRE) score of less than 850 (verbal portion plus either quantitative or analytical portion). The score on the verbal section may not be less than 400. A minimum score of 36 on the Millers Analogy Test to be admitted to the Ed.S. Program in school counseling.
5. Students must satisfactorily complete both written and interview components of the admissions process.
6. Only "Regular" admission status will be used for entry into the Education Specialist degree in school counseling. Graduate work taken prior to admission to an Education Specialist Degree Program will not be counted toward the degree requirements.

Ed. S. Program in School Counseling Required Courses

Core Courses

RSCH 8000 Educational Research	3
PSYC 5500 Statistics	3
SCHC 8898 Capstone Seminar	3

Subtotal 9 Hours

Required Advanced Counseling Courses

SCHC 8891 Advanced Practicum in Supervision	3
SCHC 8160 Practice in Cognitive Behavioral Theories	3
PSYC 8150 Behavioral Health Care Systems for Children and Adolescents	3
PSYC 7120 Child and Adolescent Behavioral Assessment	3
PSYC 8500 Change and Change Measurement	3
PSYC 8200 Child Psychopathology	3

Subtotal 18 Hours

Total 27 Hours

Appendix A

Academic Advising Evaluation

EVALUATION OF ACADEMIC ADVISORS

Advisor Name _____ Date _____

1 = Poor 2 = Fair 3 = Average 4 = Good 5 = Excellent N/A = Not Applicable

Please evaluate your advisor in the following areas:

	NA	1	2	3	4	5	1. Assisting you
in course selection	NA						
2. Explaining the registration process to you.			NA	1	2	3	4 5
3. Degree of interest in your academic progress.	NA	1	2	3	4	5	
4. Discussing your future career plans with you.	NA	1	2	3	4	5	
5. Knowledge of program requirements.	NA	1	2	3	4	5	
6. Keeping appointments that you have made.	NA	1	2	3	4	5	
7. If you have applied for graduation, how well did your advisor help you prepare for graduation?	NA	1	2	3	4	5	
8. If you have asked your advisor to write letters of reference, how cooperative was your advisor?	NA	1	2	3	4	5	
9. If you sought help on a matter not within the normal academic advising process, was your advisor helpful in directing you to an appropriate source?	NA	1	2	3	4	5	
10. How long has this individual been your advisor?	NA	1	2	3	4	5	
11. What has this advisor done that you especially like?	NA	1	2	3	4	5	
12. How could this advisor have helped you better?	NA	1	2	3	4	5	
1. Other comments:							

Appendix B

Program of Study/Degree Plan

Degree Plan
 Valdosta State University
 Department of Psychology and Counseling
 School Counseling Program

CACREP Core Courses

RSCH 7100 Research Methodology	3
PSYC 7030 Measurement and Evaluation	3
PSYC 8250 Developmental Psychology	3
SCHC 7400 Counseling Theory and Practice	3
SCHC 7450 Group Counseling	3
SCHC 7470 Counseling Culturally Diverse Populations	3
SCHC 7800 Orientation to Counseling as a Profession	2
SCHC 7820 Career Counseling	3
SCHC 7900 Prepracticum	3

Total 23 hours

School Counseling Specialty Courses

SCHC 7010 Comprehensive School Counseling	3
SCHC 7420 Counseling Children and Adolescents	3
SCHC 7830 Consultation and Advocacy in School Counseling	3
SCHC 7891 Practicum	3
SCHC 7991 School Counseling Internship I	3
SCHC 7992 School Counseling Internship II	3
LEAD 7210 Ethics and Law	1
PSYC 7020 Conditions of Learning	3

Total 25 Hours

Total Semesters Hours in Degree Plan 48 Hours

Required Competencies:

Curriculum: _____

Special Ed: _____

Required Assessments:

GACE Content Test I _____

GACE Content Test II _____

Completed Comprehensive Examination _____

COE Disposition Entry Survey _____

COE Disposition Exit Survey _____

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Program of Study Form
Valdosta State University
Department of Psychology and Counseling
Program of Study

Degree: M.Ed.
Student Name:

Major: School Counseling
Student Number:

Date:

Comprehensive Examination Passed:

Entered Under Catalog Year:

Courses	Grade	Semester Taken or To be taken	How credit was received*
PSYC 7020			On
PSYC 7030			On
PSYC 8250			On
SCHC 7400			On
SCHC 7420			On
SCHC 7450			On
SCHC 7470			On
SCHC 7800			On
SCHC 7820			On
SCHC 7830			On
SCHC 7900			On
SCHC 7010			On
SCHC 7981			On
SCHC 7991			On
SCHC 7992			On
RSCH 7100			On
LEAD 7210			On
ED 5999			
SPEC 3000			
CIED 7060			
COE Disposition Entry Survey			
COE Disposition Exit Survey			
GACE Basic Skills Assessment			

Student

Supervisory Committee

Major Professor

Department Head

Dean, Graduate School

Appendix C

Practicum and Internship Documents

Practicum and Internship Application: SCHC 7891/7991/7992
M.Ed. School Counseling

Student Information

Name _____ Date _____

Student ID Number _____

Email Address _____

Telephone number (h) _____ (w) _____

Faculty Supervisor _____ Advisor _____

Proof of liability insurance _____ Number of hours to be completed _____

Semester/ Year of enrollment _____

Site Information

Practicum Site _____

Site Address _____

School Level _____

Supervisor Information

On-site Supervisor _____ Telephone number _____

Email Address _____

Highest degree _____ Type of Certification _____

Years of Experience in School Counseling _____

This site is approved for the _____ semester **only**.

Signature of Student _____ Signature of Faculty Advisor _____

Students may not count hours on-site until this form and the practicum/internship agreement is signed and submitted to the course instructor.

Memorandum of Understanding
SCHC 7991__ SCHC 7992 __

This agreement is made this _____ day of _____ by and between _____ (hereinafter referred to as the SCHOOL) and Valdosta State University (hereinafter referred to as the UNIVERSITY). This agreement will be effective for a period from _____ to _____ for student _____. The student will complete _____ hours of Internship at this site.

Purpose:

The purpose of this agreement is to provide a qualified graduate student with an internship experience in the field of school counseling.

The UNIVERSITY shall be responsible for the following:

1. Selecting a student who has successfully completed all the prerequisite courses and the practicum experience.
2. Designating a qualified faculty member as the internship supervisor who will work with the SCHOOL in coordinating the internship experience.
3. Notifying the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the SCHOOL.
4. Advising the student that he/she should have adequate liability insurance.

The SCHOOL shall be responsible for the following:

1. Providing the intern with an overall orientation to the agency's specific services necessary for the implementation of the internship experience.
2. Designating a qualified staff member to function as supervising counselor for the intern. The supervising counselor will be responsible, with the approval of the administration of the SCHOOL, for providing opportunities for the intern to engage in a variety of counseling activities under supervision, and for evaluating the intern's performance.

3. Please check the activities the student will be involved in:

- | | |
|--|--|
| <input type="checkbox"/> Individual Counseling | <input type="checkbox"/> Group Counseling |
| <input type="checkbox"/> Classroom Guidance | <input type="checkbox"/> Testing and Assessment |
| <input type="checkbox"/> Consultation | <input type="checkbox"/> Conferences/Staffing |
| <input type="checkbox"/> In-service Training | <input type="checkbox"/> Research/Program Evaluation |
| <input type="checkbox"/> Program Coordination | <input type="checkbox"/> Other (Please Explain) |

4. Please check the school level the student will be working at:

- Elementary School
 Middle School
 High School

Equal Opportunity:

It is mutually agreed that neither party shall discriminate on the basis of race, color, nationality, ethnic, origin, age, sex, or creed.

Termination:

It is understood and agreed by and between the parties hereto that the SCHOOL has the right to terminate the internship experience of the student if, in the opinion of the supervising counselor, such person's behavior is detrimental to the operation of the school and/or to students. Such action will not be taken until the grievance against any intern has been discussed with the intern and university officials.

The University has the right to terminate the use of the school if, as determined by the faculty supervisor, the intern is not provided the experiences necessary to meet course objectives. The University has the right to terminate the internship experience if the intern is not receiving appropriate supervision. Such action will not be taken until the grievance against the school has been discussed with the intern, school and university officials.

The printed names of the responsible individuals at the two institutions charged with the implementations of the contract are as follows:

Print Name of University Supervisor

Print Name of School Site Supervisor

The parties agree to the above stipulations as indicated by their signature below.

Student

Date

Site Supervisor

Date

University Supervisor

Date

Principal

Date

Intern Evaluation of Placement Site
(for SCHC 7981/7991/7992*)

Student _____ Site _____

Supervisor _____ Semester/Year _____

SCHC 7981 _____ SCHC 7991 _____ SCHC 7992 _____

Site supervisor utilized in our Counseling Internship Program at Valdosta State University provide an extremely vital service to our Master's level counseling interns' professional development. Hence, these site supervisors are carefully selected and must meet certain criteria as defined by the Council for the Accreditation of Counseling Related Educational Programs (CACREP), our accrediting body. CACREP also requires that these site supervisors be evaluated by the counseling students at the end of each internship semester. Please complete the following evaluation form and return it to the Faculty Member Supervisor prior to the last session of Group Supervision. *NOTE: Modified from Engels and Dameron (1990). The Professional Counseling (2nd Ed.). AACD Publishing, Alexandria, VA.

COMPETENCIES The Site Supervisor is a skilled professional who is able to:	PERFORMANCE GUIDELINES The Site Supervisor provides evidence of competence by demonstrating the ability to do the following:	ASSESSMENT					
		Low	1	2	3	4	5 High
Teach and apply knowledge of ethical, legal, and regulatory aspects of the profession.	1.1 Inform the intern of the code(s) of ethics of pertinent professional entities (ACA, Lic. Brd., NBCC, etc.)	1	2	3	4	5	NO
	1.2 Inform the intern of legal and regulatory documents and professional standards of practice for licensure and certification in the specialty.	1	2	3	4	5	NO
	1.3 Inform the intern of legal issues that affect counselors and counseling (e.g. privilege and confidentiality, professional disclosure, informed consent, duty to warn, civil and criminal liability).	1	2	3	4	5	NO
	1.4 Inform the intern of ethical/legal issues related to the supervisory process (e.g. dual relationships, evaluation, vicarious liability, etc.).	1	2	3	4	5	NO
	1.5 Model appropriate use of ethical and legal standards.	1	2	3	4	5	NO
Apply knowledge of issues related to the supervisory relationship and process.	2.1 Recognize variables that affect the supervisory relationship (e.g. sex roles, ethnicity, supervisory style).	1	2	3	4	5	NO

	2.2 Establish a supportive environment for the supervisory relationship.	1	2	3	4	5	NO
COMPETENCIES The Site Supervisor is a skilled professional who is able to:	PERFORMANCE GUIDELINES The Site Supervisor provides evidence of competence by demonstrating the ability to do the following:	ASSESSMENT Low 1 2 3 4 5 High Not Observed (NO)					
2. Apply knowledge of issues related to the supervisory relationship and process.	2.3 Deal effectively with supervisory resistance	1	2	3	4	5	NO
	2.4 Recognize and clarify the parallel processes between teaching, counseling and supervision.	1	2	3	4	5	NO
	2.5 Use the supervisory relationship as a vehicle for learning about the dynamics of the counseling relationship.	1	2	3	4	5	NO
	2.6 Display sensitivity to the intern's anxiety relative to feelings of inadequacy and the evaluative nature of the relationship.	1	2	3	4	5	NO
	2.7 Present an openness of self to feedback from the intern relative to the effectiveness of the supervision.	1	2	3	4	5	NO
	2.8 Clarify the intern's personal and professional needs that affect counseling	1	2	3	4	5	NO
Apply supervision methodology effectively and with sensitivity.	3.1 Relate to the intern in the various roles of: (a) teacher (b) counselor (c) consultant (d) evaluator	1	2	3	4	5	NO
		1	2	3	4	5	NO
		1	2	3	4	5	NO
		1	2	3	4	5	NO
	3.2 Utilize appropriate supervisory interventions, such as: (a) role-playing (b) role-reversal (c) live supervision (d) audio/visual tape critiques (e) group supervision (f) other, _____	1	2	3	4	5	NO
		1	2	3	4	5	NO
		1	2	3	4	5	NO
		1	2	3	4	5	NO
		1	2	3	4	5	NO
		1	2	3	4	5	NO
	3.3 Negotiate a mutual agreement with the intern regarding additional readings, training and/or supervision needs.	1	2	3	4	5	NO
	3.4 Clarify to the intern the supervisor's style of supervision.	1	2	3	4	5	NO
	3.5 Provide equal dimensions of challenge and support.	1	2	3	4	5	NO

COMPETENCIES The Site Supervisor is a skilled professional who is able to:	PERFORMANCE GUIDELINES The Site Supervisor provides evidence of competence by demonstrating the ability to do the following:	ASSESSMENT Low 1 2 3 4 5 High Not Observed (NO)					
Apply knowledge and competence in case management, reporting, recording and client assessment and evaluation.	4.1 Monitor the use and interpretations of tests and other assessment techniques.	1	2	3	4	5	NO
	4.2 Assist intern in developing report-writing and record-keeping skills.	1	2	3	4	5	NO
	4.3 Assist intern in integrating assessment results and observations to establish counseling priorities, set appropriate therapeutic goals and make appropriate recommendations.	1	2	3	4	5	NO
	4.4 Assist the intern in assessing client progress.	1	2	3	4	5	NO
	4.5 Monitor intern's reports to ensure confidentiality of client and supervisor records.	1	2	3	4	5	NO
	4.6 Assist the intern in developing a network and process for referrals.	1	2	3	4	5	NO
Apply knowledge of evaluation of counselor performance.	5.1 Specify criteria and procedures for counselor evaluation.	1	2	3	4	5	NO
	5.2 Identify the counselor's personal and professional strengths and weaknesses.	1	2	3	4	5	NO
	5.3 Assist the intern in developing and implementing a self-evaluation plan.	1	2	3	4	5	NO
	5.4 Behaviorally focus feedback and evaluation related to counseling skills and developmental issues.	1	2	3	4	5	NO
	5.5 Utilize informal evaluation/feedback as an ongoing, dialogical process.	1	2	3	4	5	NO
Assimilate knowledge of current counseling literature and research, and incorporate that knowledge into the supervision process.	6.1 By showing an understanding of: (a) literature and research (b) current issues and trends (c) historical perspectives	1	2	3	4	5	NO
	6.2 Encourage the intern to reach and to incorporate research findings.	1	2	3	4	5	NO
	6.3 Integrate research findings in supervision and case management.	1	2	3	4	5	NO

Intern's qualitative evaluation of site supervisor:

Intern's Signature

Date

Supervisor's Signature

Date

Faculty Supervisor's Signature

Date

**SITE SUPERVISOR EVALUATION OF INTERN
SCHC 7981-7991-7992**

INTERN: _____

SITE SUPERVISOR: _____ **SITE** _____

SEMESTER/YEAR: _____

SCHC 7891 _____ **SCHC 7991** _____ **SCHC 7992** _____

Counseling Competencies

GOAL STATEMENT: THE SCHOOL COUNSELOR POSSESSES THE PERSONAL CHARACTERISTICS, KNOWLEDGE, AND SKILLS REQUIREMENTS OF THE EFFECTIVE HELPER, COMPLIES WITH ETHICAL STANDARDS, AND DEVELOPS, MAINTAINS AND PROVIDES EFFECTIVE COUNSELING, GUIDANCE, CONSULATION, ORGANIZATION, AND ADMINSTRATION SKILLS AND EXPERTISE APPOPRIATE FOR A SCHOOL SETTING

DIRECTIONS: PLEASE USE THIS FORM AS A GUIDE TO ASSIST YOU IN THE EVALUATION OF YOUR INTERN.

ASSESSMENT KEY

1	=	LOW
2	=	LOW AVERAGE
3	=	MID AVERAGE
4	=	HIGH AVERAGE
5	=	HIGH
NO	=	NOT OBSERVED
NE	=	NOT ABLE TO EVALUATE

LEAVE BLANK IF A SECTION DOES NOT

APPY

THE COUNSELOR IS A SKILLED PROFESSIONAL WHO IS ABLE TO :

1. Design and implement a developmental guidance program.

THE PROFESSIONAL COUNSELOR PROVIDES EVIDENCE OF COMPETENCE BY DEMONSTRATting THE ABILITY TO:

- _____ a. Understand the psychological, emotional, and physiological development of children and adolescents.

- _____ b. Stay familiar with national and state models for comprehensive developmental guidance programs.
- _____ c. Assess needs of all students and others served.
- _____ d. Assist in the development/adaptation, implementation, and coordination of a comprehensive developmental guidance curriculum that covers the major areas of developmental needs—personal, social, academic and career.
- _____ e. Adapt the institution’s comprehensive developmental guidance model to accommodate specific needs of all student populations; e.g., at-risk, gifted, those with disabilities and minority groups.
- _____ f. Develop and coordinate a collaborative team approach to program implementation that involves all members of the guidance team ; e.g., students, counselors, parents, teachers, administrators and community resource persons.
- _____ g. Plan and conduct classroom guidance activities.
- _____ h. Assist classroom teachers in implementing guidance activities.
- _____ i. Assist students in educational and career planning.
- _____ j. Assist students in transitions between grades or educational levels.
- _____ k. Inform students, parents, teachers, and administrators about the developmental guidance program and available services.

THE COUNSELOR IS A SKILLED PROFESSIONAL WHO IS ABLE TO:

2. Manage the guidance program.

THE PROFESSIONAL COUNSELOR PROVIDES EVIDENCE OF COMPETENCE BY DEMONSTRATING THE ABILITY TO:

- _____ a. Conduct needs assessments of students, teachers, and parents to determine goals and priorities for the guidance program.
- _____ b. Plan the school guidance program based on a needs assessments.
- _____ c. Develop evaluation instruments to measure student outcomes related to the guidance program.
- _____ d. Implement guidance lessons effectively.
- _____ e. Conduct guidance program evaluation and follow-up studies and share results with school personnel, parents and students.
- _____ f. Use of data resulting from program evaluation and school improvement plan to improve the guidance program.

THE COUNSELOR IS A SKILLED PROFESSIONAL WHO IS ABLE TO:

3. Provide individual and group counseling.

THE PROFESSIONAL COUNSELOR PROVIDES EVIDENCE OF COMPETENCE BY DEMONSTRATING THE ABILITY TO:

- _____ a. Counsel individual students in order to meet remedial, preventive and developmental needs.

- _____ b. Counsel small groups of students in order to meet remedial, preventive and developmental needs.
- _____ c. Develop and use effective ways to inform students, staff and parents about procedures for obtaining individual or group counseling services.
- _____ d. Respond to students, staff and parents in crisis.
- _____ e. Be an advocate for all students.

THE COUNSELOR IS A SKILLED PROFESSIONALWHO IS ABLE TO:

4. Consult with students, teachers, parents, administrators and other interested individuals.

THE PROFESSIONAL COUNSELOR PROVIDES EVIDENCE OF COMPETENCE BY DEMONSTRATING THE ABILITY TO:

- _____ a. Consult with students and parents concerning family situations that affect school attitude and performance.
- _____ b. Consult with teachers concerning classroom situations that affect school attitudes and performance—emphasizing classroom management strategies and the developmental needs of students.
- _____ c. Consult with teachers, administrators and staff to meet individual student need in areas such as attendance, progress and motivation.
- _____ d. Conduct parent education groups and individual conferences on specific problems/issues related to normal developmental concerns.
- _____ e. Assist teachers in developing curriculum in areas related to counseling such as career development and psychosocial development.
- _____ f. Conduct staff development on problem areas that may affect students in schools, such as depression and suicide, attention-deficit hyperactivity disorder, eating disorders and being at-risk of failure.

THE COUNSELOR IS A SKILLED PROFESSIONALWHO IS ABLE TO:

5. Coordinate services available to students, their families, teachers and school related personnel.

THE PROFESSIONAL COUNSELOR PROVIDES EVIDENCE OF COMPETENCE BY DEMONSTRATING THE ABILITY TO:

- _____ a. Encourage cooperative relationships among and between the school, business and members of the local community.
- _____ b. Develop an effective referral process for assisting students and school personnel to obtain specialized services within the school system and agencies within the community.
- _____ c. Assist special program personnel with student referrals.

THE COUNSELOR IS A SKILLED PROFESSIONAL WHO IS ABLE TO:

6. Facilitate the educational and career development of all students.

THE PROFESSIONAL COUNSELOR PROVIDES EVIDENCE OF COMPETENCE BY DEMONSTRATING THE ABILITY TO:

- ___ a. Help students understand inter-relationships among and between educational, career, and overall human development.
- ___ b. Collaborate in identifying, obtaining, and disseminating appropriate educational and career developmental resources.
- ___ c. Adapt educational and career resources for dissemination to students through infusion in all aspects of the curriculum.
- ___ d. Encourage teachers to integrate career development activities throughout the curriculum.
- ___ e. Conduct sessions with students to promote career awareness.
- ___ f. Provide career and educational opportunity information to students.
- ___ g. Help students explore post-secondary school education and training opportunities.
- ___ h. Encourage parents to participate in student planning and participation.
- ___ i. Help students develop decision-making skills.
- ___ j. Facilitate student near-term and long-term educational and career planning and decision making .

THE COUNSELOR IS A SKILLE DPROFESSIONAL WHO IS ABLE TO:

7. To use data to assist and increase academic outcomes.

THE PROFESSIONAL COUNSELOR PROVIDES EVIDENCE OF COMPETENCE BY DEMONSTRATING THE ABILITY TO:

- ___ a. Conduct needs assessments to determine the areas to be addressed
- ___ b. Determine the means and processes to collect the data.
- ___ c. Collaborate with school personnel, parents, and community members to analyze the data and determine specific courses of action that address problems in the school environment.
- ___ d. Interpret student information and assessment scores to students, parents, teachers and administrators.
- ___ e. Use appraisal data to assist with decisions on student placement.
- ___ f. Use assessment data to identify students who have special needs.
- ___ g. Use data to determine effects on student learning

THE COUNSELOR IS A SKILLED PROFESSIONAL WHO IS ABLE TO:

8. Demonstrate regard for professional development and ethical standards.

**THE PROFESSIONAL COUNSELOR PROVIDES EVIDENCE OF
COMPETENCE BY DEMONSTRATING THE ABILITY TO:**

- _____ a. Obtain state and national professional credentials.
- _____ b. Maintain active membership in local, state and national organizations such as the American Counseling Association, the American School Counselors Association and state and local divisions of ACA and ASCA.
- _____ c. Abide by school board and individual school policies.
- _____ d. Adhere to school board and individual school policies.
- _____ e. Participate in professional development opportunities on a continuing basis.
- _____ f. Continue to follow current and innovative strategies and theories in the field of guidance and counseling.

Qualitative Evaluation

Intern's Signature

Date

Field Supervisor's Signature

Date

Instructor's Signature

Date

Appendix D

Rubrics

Valdosta State University
School Counseling Classroom Guidance Activity Evaluation

Student:
 Course:
 Observation # _____

Date:
 Site:

Instructor:
 Activity:

Standard	Criteria				Points
	1	2	3	4	
1. ASCA Standards and Competencies – ASCA competencies and standards are directly related to the learning objectives, developmental learning activity, and pre/post assessment.	There is little or no evidence that the candidate met the ASCA standards and competencies standard.	There is limited evidence that the candidate met the ASCA standards and competencies standard.	There is clear and convincing evidence that the candidate met the ASCA standards and competencies standard.	There is clear, consistent, and convincing evidence that the candidate met all the ASCA standards and competencies standards.	_____
2. Learning Objectives – Learning objectives are clearly measurable and related to the ASCA standards and competencies and the developmental learning activity	There is little or no evidence that the candidate met the learning objectives standard.	There is limited evidence that the candidate met the learning objectives standard.	There clear and convincing evidence that the candidate met the learning objectives standard.	There is clear, consistent, and convincing evidence that the candidate met all the learning objectives standard.	_____
3. QCCs/ Performance Standards (PS) – QCCs/PS are directly related to the ASCA standards and competencies, learning objectives, and the developmental learning activity	There is little or no evidence that the candidate met the QCCs/ PS standard.	There is limited evidence that the candidate met the QCCs/ PS standard.	There clear and convincing evidence that the candidate met the QCCs/ PS standard.	There is clear, consistent, and convincing evidence that the candidate met all the QCCs/ PS standard.	_____
4. Developmental or Grade Level - ASCA standards and competencies, learning objectives, and the developmental learning activity are appropriate for the developmental level.	There is little or no evidence that the candidate met the grade level standard.	There is limited evidence that the candidate met the grade level standard.	There clear and convincing evidence that the candidate met the grade level standard.	There is clear, consistent, and convincing evidence that the candidate met all the grade level standard.	_____
7. Developmental Learning Activity - The activity contains an introduction, the activity, and conclusion and is directly related to ASCA standards and	There is little or no evidence that the candidate met the instructions standard.	There is limited evidence that the candidate met the instructions standard.	There clear and convincing evidence that the candidate met the instructions standard.	There is clear, consistent, and convincing evidence that the candidate met all the instructions standard.	_____

competencies and the learning objectives.					
8. Resources Needed – All needed resources are listed.	There is little or no evidence that the candidate met the resources standard.	There is limited evidence that the candidate met the resources standard.	There clear and convincing evidence that the candidate met the resources standard.	There is clear, consistent, and convincing evidence that the candidate met all the resources standard.	_____
9. Pre/Post Test – the pre/post test directly measures the learning objectives.	There is little or no evidence that the candidate met the pre/posttest standard.	There is limited evidence that the candidate met the pre/posttest standard.	There clear and convincing evidence that the candidate met the pre/posttest standard.	There is clear, consistent, and convincing evidence that the candidate met all the pre/posttest standard.	_____
10. Activity Timeline – The timeline follows the format in Jacobs (2007), Chapter 4 indicating how much time will be spend on each part of the activity.	There is little or no evidence that the candidate met the activity timeline standard.	There is limited evidence that the candidate met the activity timeline standard.	There clear and convincing evidence that the candidate met the activity timeline standard.	There is clear, consistent, and convincing evidence that the candidate met all the activity timeline standard.	_____
11. Analysis and Reflection – The analysis and reflection are complete containing a detailed analysis of the pre and post test including charts and graphs.	There is little or no evidence that the candidate met the analysis and reflection standard.	There is limited evidence that the candidate met the analysis and reflection standard.	There clear and convincing evidence that the candidate met the analysis and reflection standard.	There is clear, consistent, and convincing evidence that the candidate met all the analysis and reflection standard.	_____

Standard	Criteria				Points
	1	2	3	4	
12. Lesson Plan is well organized.	There is little or no evidence that the candidate met the organization standard.	There is limited evidence that the candidate met the organization standard.	There clear and convincing evidence that the candidate met the organization standard.	There is clear, consistent, and convincing evidence that the candidate met all the organization standard.	_____
13. The writing is clear with appropriate grammar and spelling.	There is little or no evidence that the candidate met the writing skills standard.	There is limited evidence that the candidate met the writing skills standard.	There clear and convincing evidence that the candidate met the writing skills standard.	There is clear, consistent, and convincing evidence that the candidate met all the writing skills standard.	_____
14. Counseling Activity demonstrates effort, attention to detail, and a level of excellence throughout.	There is little or no evidence that the candidate met the counseling activity standard.	There is limited evidence that the candidate met the counseling activity standard.	There clear and convincing evidence that the candidate met the counseling activity standard.	There is clear, consistent, and convincing evidence that the candidate met all the counseling activity standard.	_____
15. Leading and presenting the counseling activity demonstrates effective classroom management skills	There is little or no evidence that the candidate met the classroom management standard.	There is limited evidence that the candidate met the classroom management standard.	There clear and convincing evidence that the candidate met the classroom management standard.	There is clear, consistent, and convincing evidence that the candidate met all the classroom management standard.	_____
Total					_____

Comments:

Evaluator Signature: _____

Date: _____

Classroom Management Rubric

	Poor 1	Adequate 2	Very Good 3	Excellent 4	Score
<input type="checkbox"/> <input type="checkbox"/> Positive Relationships: The candidate creates and maintains a safe, equitable, positive, and supportive learning environment in which diversities are valued.	There is little or no evidence that the candidate met the classroom management standard.	There is limited evidence that the candidate met the classroom management standard.	There clear and convincing evidence that the candidate met the classroom management standard.	There is clear, consistent, and convincing evidence that the candidate met all the classroom management standards.	_____
<input type="checkbox"/> <input type="checkbox"/> Appropriate Counselor Behaviors: The candidate establishes a consistent classroom routine, modifies the learning environment to manage behaviors, uses effective and varied behavior management strategies, and uses praise and reinforcement.	There is little or no evidence that the candidate met the classroom management standard.	There is limited evidence that the candidate met the classroom management standard.	There clear and convincing evidence that the candidate met the classroom management standard.	There is clear, consistent, and convincing evidence that the candidate met all the classroom management standards.	_____
<input type="checkbox"/> <input type="checkbox"/> Response to Disruptions and Student Behaviors: The candidate selects the least intrusive intervention consistent with the needs of the learner and demonstrates strategies for crisis prevention and intervention.	There is little or no evidence that the candidate met the classroom management standard.	There is limited evidence that the candidate met the classroom management standard.	There clear and convincing evidence that the candidate met the classroom management standard.	There is clear, consistent, and convincing evidence that the candidate met all the classroom management standards.	_____
Total					_____

**Valdosta State University
School Counseling Program
Classroom Management Rubric**

	Poor 1	Adequate 2	Very Good 3	Excellent 4	Score
<p>• Positive Relationships: The candidate creates and maintains a safe, equitable, positive, and supportive learning environment in which diversities are valued.</p>	There is little or no evidence that the candidate met the classroom management standard.	There is limited evidence that the candidate met the classroom management standard.	There clear and convincing evidence that the candidate met the classroom management standard.	There is clear, consistent, and convincing evidence that the candidate met all the classroom management standards.	_____
<p>• Appropriate Counselor Behaviors: The candidate establishes a consistent classroom routine, modifies the learning environment to manage behaviors, uses effective and varied behavior management strategies, and uses praise and reinforcement.</p>	There is little or no evidence that the candidate met the classroom management standard.	There is limited evidence that the candidate met the classroom management standard.	There clear and convincing evidence that the candidate met the classroom management standard.	There is clear, consistent, and convincing evidence that the candidate met all the classroom management standards.	_____
<p>• Response to Disruptions and Student Behaviors: The candidate selects the least intrusive intervention consistent with the needs of the learner and demonstrates strategies for crisis prevention and intervention.</p>	There is little or no evidence that the candidate met the classroom management standard.	There is limited evidence that the candidate met the classroom management standard.	There clear and convincing evidence that the candidate met the classroom management standard.	There is clear, consistent, and convincing evidence that the candidate met all the classroom management standards.	_____
Total					_____

Valdosta State University
School Counseling Presentation Evaluation

Student: _____

Instructor: _____

Course/Component	Criteria				Points
	1	2	3	4	
Introduction of Presentation	Presentation has no introduction.	Presentation introduction is incomplete or sketchy.	Presentation introduction is complete but lacks depth.	Presentation introduction is complete and has depth.	_____
Counseling and Developmental Issues	Counseling and developmental issues are sketchy and incomplete.	Counseling and developmental issues are complete but lack depth.	Counseling and developmental issues are complete, have depth but are not placed within a theoretical framework.	Counseling and developmental issues are complete, have depth and are placed within a theoretical framework.	_____
Review of the Literature	The review of the literature is incomplete and sketchy.	The review of the literature is complete but not fully explained.	The review of the literature is complete and is fully explained. However, there is little relevance to the presentation topic.	The review of the literature is complete and is fully explained including, theory, research, and practice relevant to the presentation topic.	_____
Relevant Application of Materials	The presentation does not include concrete illustrations indicating how the information can be applied in a school setting	The illustrations are present but lack depth	The illustrations are present but not relevant to the school setting	The illustrations are present and relevant to the school setting	_____
Presentation Content	Presentation content is incomplete and sketchy.	Presentation content is complete but lacks depth.	Presentation content is complete and has depth but does not show clear organization in establishing the main points.	Presentation content is complete, has depth, and shows clear organization in establishing the main points.	_____
Presentation Delivery	Presentation delivery shows poor oral communication skills.	Presentation delivery shows fair oral communication skills.	Presentation delivery shows good oral communication skills.	Presentation delivery shows excellent oral communication skills.	_____

Internet Resources	No internet resources are provided.	Internet resources are incomplete.	Internet resources are complete but lack depth.	Internet resources are complete and fully explained.	_____
Class or Related Activity	No activity is provided.	The activity is incomplete.	The activity is complete but is not related to the presentation topic.	The activity is complete and is related to the presentation topic.	_____

Overall Counseling Presentation Evaluation

Objective	Criteria				Points
	1	2	3	4	
Presentation is well organized.	Poor	Adequate	Very Good	Excellent	_____
Slides and Writing Mechanics The slides are clearly shown with writing that is readable with appropriate grammar and correct spelling.	Poor	Adequate	Very Good	Excellent	_____
All artifacts and work samples are clearly and directly related to school counseling, and provide evidence of professional competence.	Poor	Adequate	Very Good	Excellent	_____
Presentation demonstrates effort, attention to detail, and a level of excellence throughout.	Poor	Adequate	Very Good	Excellent	_____
Total					_____

Grading

- A = 36 – 40
- B = 32 – 35
- C = 28 – 31
- D = 24 - 27
- F = below 24

Comments:

Evaluator Signature: _____

Date: _____

Valdosta State University
School Counseling Portfolio Evaluation

Student: _____ Evaluator: _____ Sem/year: _____

Course/Component	Criteria				Points
SCHC 7800: Orientation to Counseling					
	1	2	3	4	
Mission Statement	Mission Statement seems incomplete or sketchy	Mission Statement is complete, but lacks depth.	Mission Statement is complete, has depth, and is clearly appropriate for a school counseling program.	Mission Statement is complete, has depth, and is clearly appropriate for a school counseling program. Specifically addresses academic success of all students.	_____
Vision Statement	Vision statement seems incomplete or sketchy	Vision statement is complete, but lacks depth	Vision statement is complete, has depth and is clearly appropriate for a school counseling program	Vision statement is complete, has depth and is clearly appropriate for a school counseling program. Specifically addresses the academic, career, and personal/social success of students as part of the vision.	_____
Role Statement	School counselor role is not described.	The role is present but not clearly defined.	The role is clearly defined and includes appropriate roles for school counselors.	The role is clearly defined and expands the traditional role of the school counselor to include advocacy and leadership.	_____
Wellness Plan	No plan is provided	Plan provides a list without explanation.	Plan is provided but sketchy.	Plan provides a clear indication of how the student will take care of him/herself to prevent burnout.	_____
Teacher In-Service (with brochure)	The In-Service does not provide Information relevant to teachers, information is poorly developed, and lacks organization	The In-Service topic is relevant but information lacks depth and organization.	The In-Service is relevant and but topic is not fully developed. Goals, Objectives and Evaluation Components are present.	The In-Service is relevant to teachers, in-depth information is provided, and it is well organized. Goals, Objectives and Evaluation Components are	_____

				present.	
Log	The student log is not present	The student log is present but there is no documentation of activities.	The student log is present and documents some activities completed.	The student log is present and clearly documents all activities completed	_____
Course/Component	Criteria				Points
SCHC 7900: Prepracticum					
	1	2	3	4	
Referral Forms	Forms are poorly developed and do not ask for the needed information.	Forms are sketchy and poorly organized	Forms ask for appropriate information.	Form asks for appropriate information, includes a place for disposition of the referral, and are well organized.	_____
Informed Consent Document	Document is poorly developed and does not ask for the needed information.	Document lacks some of the information needed for inform consent.	Document provides most of the information needed for inform consent	Document provides all of the information needed for informed consent and is well organized.	_____
Teacher In-Service	The In-Service does not provide Information relevant to teachers, information is poorly developed, and lacks organization	The In-Service topic is relevant but information lacks depth and organization.	The In-Service is relevant and but topic is not fully developed. Goals, Objectives and Evaluation Components are present.	The In-Service is relevant to teachers, in-depth information is provided, and it is well organized. Goals, Objectives and Evaluation Components are present.	_____
Log	The student log is not present	The student log is present but there is no documentation of activities.	The student log is present and documents some activities completed.	The student log is present and clearly documents all activities completed	_____
Course/Component	Criteria				Points
SCHC 7450: Group Counseling					
	1	2	3	4	
Group Counseling Proposal	The group is poorly developed. Session plans with goals, objectives, methods and evaluation components are not present.	The group is complete but lack depth. Not the all the information needed to implement and evaluate the group is present.	The group is well developed. All information that is needed to implement and evaluate the activity is present.	The group is appropriate for the age group, clear session plans are provided with directions, defined goals, measurable objectives, and evaluation.	_____
Classroom Guidance Activity	The activity is poorly developed. It does not include goals, objectives,	The activity is complete but lacks depth. It does not provide all the	The activity is well developed. All information that is needed to	The activity is appropriate for the age group, provides clear directions,	_____

	and evaluation components	information needed to implement and evaluate the activity.	implement and evaluate the activity is present.	defined goals, measurable objectives, and evaluation.	
Log	The student log is not present	The student log is present but there is no documentation of activities.	The student log is present and documents some activities completed.	The student log is present and clearly documents all activities completed	_____
Course/Component	Criteria				Points
SCHC 7820: Career Counseling					
	1	2	3	4	
Comprehensive Developmental School Counseling Program (CDSCP)– Career Components	The CDSCP is not clearly articulated with career goals, measurable objective, methods and evaluation procedures.	The CDSCP is complete but lacks depth. It does not provide all the information needed to implement and evaluate the career component.	The CDSCP is well developed. All information that is needed to implement and evaluate the career component is present.	The CDSCP is appropriate for the age group, is clearly articulated with defined goals, measurable objectives, methods, and evaluation procedures.	_____
Career Information Center	The center is poorly developed. It does not include goals, objectives, and evaluation, and components. Potential funding sources are not provided.	The center is relevant but information lacks depth, organization, and relevant goals, objectives, and evaluation. Potential funding sources are provided.	The center is well developed and relevant to career counseling. All information that is needed to implement and evaluate the center is present.	The center is appropriate for the age group, relevant to career counseling, provides clear directions, defined goals, measurable objectives, and evaluation. Potential funding sources are provided.	_____
Career Guidance Activities	The activity is poorly developed. It does not include goals, objectives, and evaluation components.	The activity is complete but lacks depth. It does not provide all the information needed to implement and evaluate the activity.	The activity is well developed and relevant to career guidance. All information that is needed to implement and evaluate the activity is present.	The activity is appropriate for the age group, relevant to career guidance, provides clear directions, defined goals, measurable objectives, and evaluation.	_____
Career Case Presentation	The case presentation is poorly developed and does not include goals, objectives, and evaluation components	The case presentation is complete but lacks depth. It does not provide all the information required.	The case presentation is well developed and relevant to career guidance. All information required is present.	The case presentation is complete, relevant to career counseling, and provides clear directions, defined goals, measurable	_____

				objectives, evaluation, components and reflection	
Log	The student log is not present	The student log is present but there is no documentation of activities.	The student log is present and documents some activities completed.	The student log is present and clearly documents all activities completed	_____

Course/Component	Criteria				Points
SCHC 7010: Comprehensive School Counseling					
	1	2	3	4	
CDSCP – Academic Component	The CDSCP is not clearly articulated with goals, measurable objective, methods and evaluation procedures.	The CDSCP is complete but lacks depth. It does not provide all the information needed to implement and evaluate the academic component.	The CDSCP is well developed. All information that is needed to implement and evaluate the academic component is present.	The CDSCP is appropriate for the age group, is clearly articulated with defined goals, measurable objectives, methods, and evaluation procedures.	_____
CDSCP – Personal/Social Component	The CDSCP is not clearly articulated with goals, measurable objective, methods and evaluation procedures.	The CDSCP is complete but lacks depth. It does not provide all the information needed to implement and evaluate the personal/social component.	The CDSCP is well developed. All information that is needed to implement and evaluate the personal/social component is present.	The CDSCP is appropriate for the age group, is clearly articulated with defined goals, measurable objectives, methods, and evaluation procedures.	_____
School Counseling Project	The Project is not relevant to school counseling.	The Project is relevant but information lacks depth and organization	The Project is relevant and but topic is not fully developed.	The Project is relevant to school counseling and topic is fully developed.	_____
Log	The student log is not present	The student log is present but there is no documentation of activities.	The student log is present and documents some activities completed.	The student log is present and clearly documents all activities completed	_____

Course/Component	Criteria				Points
SCHC 7830: Consultation and Advocacy in School Counseling					
	1	2	3	4	

Advocacy Project	The activity is poorly developed. It does not include goals, objectives, and evaluation components	The activity is complete but lacks depth. It does not provide all the information needed to implement and evaluate the activity.	The activity is well developed and relevant to advocacy. All information that is needed to implement and evaluate the activity is present.	The activity is appropriate for the age group, relevant to advocacy, provides clear directions, defined goals, measurable objectives, and evaluation.	_____
Crisis Plan	The crisis plan is poorly developed. Lacks necessary information.	The crisis plan has most of the necessary components for a comprehensive crisis plan but lacks organization.	The crisis plan is well developed and contains the majority of the components needed for a comprehensive crisis plan.	The crisis plan is well developed, contains all of the information necessary for a comprehensive crisis plan, and is well organized.	_____
Consultation Project	The project is poorly developed. It does not include goals, objectives, and evaluation components, or provide potential solutions to the problem.	The project is complete but lacks depth. It does include goals, objectives, and evaluation components, but lacks potential solutions to the problem.	The project is a complete evaluation of a relevant problem that includes include goals, objectives, and evaluation components, but lacks potential solutions.	The project is an in-depth evaluation of a problem relevant to school counseling, It includes include goals, objectives, and evaluation components, and potential solutions to the problem.	_____
Course/Component	Criteria				Points
	1	2	3	4	
SCHC 7470: Counseling Culturally Diverse Populations					
Community and Internet Referral/Resources	The referral/resources are not appropriate to school counseling.	Some of the sites are relevant to school counseling but the listings are not comprehensive.	Most of the sites are relevant to school counseling.	All of the sites are relevant to school counseling and provide a comprehensive referral resource.	_____
School Year Culture Plan	The plan is poorly developed. Lacks needed information including goals, objectives, methods, and evaluation components.	The plan has most of the necessary components for a school year culture plan but the plan is not comprehensive and doesn't focus on the entire school year.	The plan is well developed and contains the majority of the components needed for a comprehensive culture plan.	The plan is well developed, contains all of the information necessary for a comprehensive culture plan, well organized and encompasses the	_____

				entire school year.	
Course/Component	Criteria				Points
	1	2	3	4	
SCHC 7981: Practicum					
Rationale for Primary Theory	The rationale is confusing and does not provide a clear statement indicating why the theory is most appropriate.	The rationale is developed but lacks the depth needed to clearly indicate the appropriateness of the theory.	The rationale is well developed and includes the necessary depth.	The rationale is well developed and organized, indicating why the theory is most appropriate for school counseling and for the school counselor.	_____
Persona/Social Case Presentation	The case presentation is poorly developed and does not include goals, objectives, and evaluation components	The case presentation is complete but lacks depth. It does not provide all the information required.	The case presentation is well developed and relevant to personal/social counseling. All information required is present.	The case presentation is complete, relevant to persona/social counseling, and provides clear directions, defined goals, measurable objectives, evaluation, components and reflection	_____
Log	The student log is not present	The student log is present but there is no documentation of activities.	The student log is present and documents some activities completed.	The student log is present and clearly documents all activities completed	_____
SCHC 7991: Counseling Internship I					
Course/Component	Criteria	Points			
	1	2	3	4	
Academic Advocacy Activity	The activity is poorly developed. It does not include goals, objectives, methods, and/or evaluation components. The pre-test and posttest are not clearly related to the goals.	The activity is complete but lacks depth. It does not provide all the information needed to implement, evaluate and analyze the results of the pre-test and posttest.	The activity is well developed and relevant to advocacy. All information that is needed to implement, evaluate, and analyze the results of the pre-test and posttest is present.	The activity is appropriate for the age group, relevant to advocacy, provides clear directions, defined goals, measurable objectives, fully described methods, evaluation, and analysis of the results.	_____
Academic Case Presentation	The case presentation is poorly developed and does not include goals, objectives, and	The case presentation is complete but lacks depth. It does not provide all the information	The case presentation is well developed and relevant to academic counseling. All	The case presentation is complete, relevant to academic counseling, and provides clear	_____

	evaluation components	required.	information required is present.	directions, defined goals, measurable objectives, evaluation, components and reflection	
Log	The student log is not present	The student log is present but there is no documentation of activities.	The student log is present and documents some activities completed.	The student log is present and clearly documents all activities completed	_____
SCHC 7992: Counseling Internship II					
Resume Required Components Career objective- Education- Professional affiliates- Presentations-	The resume is missing or does not contain all the required components.	The resume contains all required components but is not well organized and does not illustrate student accomplishments.	Required components are present and well organized.	Required components are present and well structured Information under each topic provides a comprehensive picture of the student's experience.	_____
School Improvement Plan (SIP)	The intervention plan is not relevant to school counseling or is not based on the school improvement goals.	The intervention plan is relevant and based on the school improvement goals but the information lacks depth and organization. The analysis of the results is incomplete.	The intervention plan is relevant and is based on the school improvement goals but the activity is not fully developed. The analysis of the results is not clearly or correctly done.	The intervention plan is relevant to school counseling and is based on the school improvement goals. The activity is fully developed, and the analysis of the results is clear and correct.	_____
Cultural Advocacy Activity	The activity is poorly developed. It does not include goals, objectives, methods, and/or evaluation components. The pre-test and posttest are not clearly related to the goals.	The activity is complete but lacks depth. It does not provide all the information needed to implement, evaluate and analyze the results of the pre-test and posttest.	The activity is well developed and relevant to advocacy. All information that is needed to implement, evaluate, and analyze the results of the pre-test and posttest is present.	The activity is appropriate for the age group, relevant to advocacy, provides clear directions, defined goals, measurable objectives, fully described methods, evaluation, and analysis of the results.	_____
Log	The student log is not present	The student log is present but there is	The student log is present and	The student log is present and clearly	_____

		no documentation of activities.	documents some activities completed.	documents all activities completed	
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Overall Evaluation

Objective	Criteria				Points
	1	2	3	4	
Portfolio is well organized.	Excellent	Very good	Adequate	Poor	_____
Communicates the required components effectively to the reader.	Excellent	Very good	Adequate	Poor	_____
Writing Mechanics The writing is clear with appropriate grammar and spelling.	Excellent	Very good	Adequate	Poor	_____
All artifacts and work samples are clearly and directly related to school counseling, and provide evidence of professional competence.	Excellent	Very good	Adequate	Poor	_____
Portfolio demonstrates effort, attention to detail, and a level of excellence throughout.	Excellent	Very good	Adequate	Poor	_____
Total					_____

Grading
126-140 A
112-125 B

Comments:

Evaluator Signature: _____

Date: _____