NEW PROGRAM PROPOSAL FORM

Name of Institution: Coastal Carolina University

Name of Program (include degree designation and all concentrations, options, or tracks):

> M. Ed. in Counseling with concentrations in School Counseling and Clinical Mental Health Counseling

Program Designation:

- [ ] Associate's Degree
- [x] Master's Degree
- [ ] Bachelor's Degree: 4 Year
- [ ] Specialist
- [ ] Bachelor's Degree: 5 Year
- [ ] Doctoral Degree: Research/Scholarship
- [ ] Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- [ ] Yes
- [x] No

Proposed Date of Implementation: Fall 2025

CIP Code: 13.1101

Delivery Site(s): 85500

Delivery Mode:

- [ ] Traditional/face-to-face
  *select if less than 25% online
- [ ] Distance Education
- [ ] 100% online
- [x] Blended/hybrid (50% or more online)
- [ ] Blended/hybrid (25-49% online)
- [ ] Other distance education (explain if selected)

Program Contact Information (name, title, telephone number, and email address):

Jamia Thomas Richmond
Dean, Spadoni College of Education and Social Sciences
843-349-6578
jrichmon@coastal.edu

Catherine Scott
Associate Dean, Spadoni College of Education and Social Sciences
843-349-6558
cscott1@coastal.edu

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Internal Institutional Unit	Approval Date	Internal Institutional Unit	Approval Date
Department:	08/01/2022	Faculty Senate:	2/9/2024
Board of Trustees:	08/12/2022	Provost:	2/13/2024
Spadoni College of Education and Social Sciences:	11/8/2023	President:	2/19/2024
Graduate Council:	12/6/2023		

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

The Coastal Carolina University (CCU) mission statement asserts that the institution "embraces its leadership role" in the region and commits to serving the needs of the region. Coastal Carolina University proposes the M.Ed. in Counseling, with concentrations in School Counseling and Clinical Mental Health Counseling, as a degree program of national and regional significance that will provide additional professional opportunities to our students while meeting a critical workforce need in the region, South Carolina, and beyond. The Master of Education in Counseling is designed to train professionals in the foundational concepts of professional counseling and ethical practice, social and cultural diversity, lifespan development, career development, counseling relationships, group counseling, assessment and the diagnostic process, and research and program evaluation with specialized training in one of two concentrations: School Counseling or Clinical Mental Health Counseling. The degree program will prepare students to work with people in varied situational and organizational contexts by integrating theoretical knowledge, research, and evidence-based practice in alignment with ethical behavior. In doing so, the Master of Education in Counseling program addresses the university's strategic plan initiatives of Learning (providing "innovative curricular and co-curricular pathways to improve graduation outcomes and post-college success"), Living (promoting "the wellness & well-being of all members of campus community"), and Legacy ("making a difference beyond our campus").[1]

Students enrolled in the School Counseling specialization will be prepared to work as school counselors in PK-12 settings with varied populations. This program includes a focus on data-driven practices, collaboration with school personnel and families and the development as advocates in their schools. In addition to the coursework and field experience requirements, students are required to take the PRAXIS II Exam in Professional School Counseling prior to enrolling in the internship. Students may go on to doctoral study in counseling, education, or related fields. Graduates of the school counseling program will be eligible for South Carolina Department of Education certification in elementary and secondary school counseling. Students enrolled in the School Counseling specialization can take additional classes and complete additional field experiences to become eligible for dual credentialing as a Licensed Professional Counselor (LPC).

---

[1] https://www.coastal.edu/aboutccu/leadership/strategicplan/

Students enrolled in the Clinical Mental Health specialization will complete coursework designed to provide knowledge, abilities, and skills for counselors working in community mental health centers, psychiatric hospitals, substance abuse programs, couples and family counseling facilities, social service agencies, etc. Graduates will be qualified for employment as entry-level professional clinical mental health counselors in public or private settings. Students may also go on to doctoral study in counseling or related fields. Graduates of the clinical mental health program will complete all master's level education coursework required by the state of South Carolina to seek the Licensed Professional Counselor (LPC) credential.

The Spadoni College of Education and Social Sciences houses nine undergraduate degree programs spanning educator preparation and social science disciplines. Our initial licensure programs – Early Childhood Education, Elementary Education, Middle-Grades Education, Physical Education, Special Education, and the M.A.T. – prepare students to enter PK-12 classrooms. Students in our degree program in Sociology study a variety of subjects related to social and human services, including criminology, and often complete internships in community-based nonprofits and social service agencies. The Gupta College of Science houses a B.S. in Psychology. Many of those students seek post-graduate degrees related to mental health fields. The proposed M.Ed. in Counseling will complement these undergraduate disciplines, providing an additional CCU pathway to professional preparation. Otherwise, students in these fields must seek counselor education at other institutions.

The program will help to alleviate the shortage of professional counselors in our schools and public and private mental health organizations and agencies, as 1 in 5 Americans live with a mental illness and 760,000 residents in South Carolina have been diagnosed with a mental illness.[2] CCU's counselor education program will also deepen CCU's engagement with the broader community and provide a much-needed resource for mental health awareness and education in the region, as 66.4% of South Carolina residents have unmet mental health care needs due to a mental health care shortage,[3] yet only five higher education institutions in South Carolina offer programs in counseling with a specialization in School Counseling or Clinical Mental Health Counselling. This degree will not only assist in closing the shortage gap, but the degree will also provide students with two different career pathways and all educational and academic pre-requisites necessary to obtain appropriate certification and licensure in the field.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.

The United States is amid a national mental health crisis. The Kaiser Family Foundation notes that 43% of U.S. adults reported negative mental health and well-being in 2021, up from only 11% during the year 2019.[3] Young adults have experienced a higher-than-average frequency of mental health struggles; 56% of young adults aged 18 – 24 report negative mental health, with symptoms ranging from anxiety and

---

[2] Mental Health America. (2024). Adult ranking. Retrieved from https://mhanational.org/issues/2022/mental-health-america-adult-data

[3] Kaiser Family Foundation. (2024). Mental health care in South Carolina. Retrieved from https://tinyurl.com/38wh2h7w

depressive disorders to suicidal thoughts.[4] This mental health crisis also extends to children. In 2021, the American Academy of Pediatrics, along with the American Academy of Child and Adolescent Psychiatry and the Children's Hospital Association, declared a national emergency in child and adolescent mental health, citing rapid increases in childhood mental health concerns and noting that – by 2018 – suicide had become the second leading cause of death for youth aged 10 – 24.[5] Exacerbating this crisis is the dearth of mental health providers across the United States. The National Alliance on Mental Illness estimates that there is significant unmet need for mental health services in the U.S., with over 38% of adults diagnosed with mental illnesses going without services in 2020.[6] In 2022, the Kaiser Family Foundation reported that 24% of adults in South Carolina experiencing mental health symptoms were unable to obtain mental health services.[7]

In 2021, South Carolina Governor McMaster ordered an audit of the state's ability to provide adequate mental health services to school-aged children. The Department of Mental Health audit uncovered a severe shortage of behavioral health services, with more than half of South Carolina public schools unable to offer services. According to the report, South Carolina currently has a ratio of only 1 mental health counselor available for every 1,300 public school students. Best practices stipulate that states should aim for a ratio of 1:250. As is the case nationally, this shortage comes at a time when South Carolina's children are experiencing crisis conditions, with the state audit noting that the proportion of emergency mental health calls from children aged 14 and under is growing faster than any other demographic group in the state.[8] A similar shortage exists for adult mental health services in South Carolina; South Carolina ranks in the bottom quintile of U.S. states for mental health workforce availability.[9] While the Substance Abuse and Mental Health Services Administration (SAMHSA) estimates that 37.6% of South Carolinians experience depression or anxiety,[10] there is a marked lack of Licensed Professional Counselors (LPCs) and Licensed Marriage and Family Therapists (LMFTs) across the state. Additionally, the South Carolina Area Health Education Consortium reports that 17 of 46 South Carolina counties have no psychiatrists and depend completely upon counselors and therapists.[11] There is also a significant demand for continuing education credits required for LPC licensure renewal. In a November 2021 meeting between CCU administrators and the Waccamaw Center for Mental Health (Conway), Director Jackie Brown and HR Director Ann O'Connor voiced a critical need to have quality continuing education and licensure training for Center staff.

The U.S. Department of Health and Human Services, via the National Center for Health Workforce Analysis, projects that nationwide demand for mental health workers across a variety of occupational

---

[4] Kaiser Family Foundation. (2024). The implications of Covid-19 for mental health and substance abuse. Retrieved from https://tinyurl.com/ye24b8fn

[5] American Academy of Pediatrics. (2024). AAP-AACAP-CHA Declaration of a national emergency in child and adolescent mental health. Retrieved from https://tinyurl.com/ytwy3dcs

[6] National Alliance on Mental Illness. (2024). Mental health by the numbers. Retrieved from https://tinyurl.com/285r4tv6

[7] Kaiser Family Foundation. (2024). Mental health care in South Carolina. Retrieved from https://tinyurl.com/38wh2h7w

[8] South Carolina Bureau of Program Integrity and Internal Audit. (2022). South Carolina Department of Mental Health School Based Services. Retrieved from https://tinyurl.com/5n935j3y

[9] Mental Health America. (2024). Access to care ranking 2022. Retrieved from https://tinyurl.com/5e7zjm85

[10] https://www.samhsa.gov/data/report/2022-uniform-reporting-system-urs-table-south-carolina

[11] South Carolina Institute of Medicine and Public Health. (2020). Increasing access to behavioral health care providers in South Carolina. Retrieved from https://tinyurl.com/44u4jyt9

titles will grow by 13% through 2030 (approximately 18,090 positions).[12] The Bureau of Labor Statistics estimates that the job outlook for school counselors and for substance abuse, behavioral disorder, and mental health counselors outpace the average growth rate for all other occupations.[13] In South Carolina, the U.S. Department of Labor projects that by 2030, job growth will increase by 13.5% (approximately 5,950 positions) for school counselors and by 23.4% (approximately 2,060 positions) for substance abuse, behavioral disorder, and mental health counselors.[14] Counselors are currently in high demand across the state. Job advertisements seeking certified practitioners include the South Carolina Department of Mental Health, the South Carolina Youth Advocate Program, Upward Bound, the Veterans Health Administration, various behavioral health settings, drug and alcohol facilities, summer camps, and university settings. P-12 school counselors in South Carolina are particularly needed.[15] The Center for Educator Recruitment, Retention, and Advancement reported that there were 37 school counselor vacancies in South Carolina during the 2022-2023 academic year, and some school systems have left open their school counselor job posting for more than six months.[16] In Horry County, there are currently several openings for school counselors at Myrtle Beach High School, Carolina Forest High School, Conway High School, Aynor High School, and St. James High School. The surrounding county school systems of Georgetown, Williamsburg, Florence, and Marion are also advertising for school counselors, school psychologists, and behavior modification specialists.

CCU has several undergraduate majors that could be feeder programs for enrollment in the M.Ed. Counseling degree. Those programs, listed here with their average enrollments, include: the B.A. in Sociology (221), B.S. in Psychology (710), and five B.A.E. degrees across multiple areas of initial P-12 licensure (622). Other undergraduate programs whose students may have an interest in Counseling include Criminal Justice (150), Communication (444), Public Health (323), and Interdisciplinary Studies.

Currently, CCU graduates who wish to pursue a master's degree in counseling either leave the area to enroll at an outside university or become a graduate student in an online program. When students move, it reduces the likelihood they will return, especially when practicum and internship placements are typically local or within a short driving distance from the institution. Additionally, internship placements often turn into full-time employment opportunities for graduate students. Students in online programs are also at a disadvantage in terms of serving as certified counselors in our region. It may be challenging to complete in-person internships and practicums because online programs may not have relationships with schools and facilities in Horry County.

Transfer and Articulation
Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

There are currently no articulation agreements in place for this program.

---

[12] United States Department of Health and Human Services. (n.d.). Health workforce projections. Retrieved from https://data.hrsa.gov/topics/health-workforce/workforce-projections
[13] United States Bureau of Labor Statistics. (2024). Strong growth projected in mental health-related employment. Retrieved from https://tinyurl.com/438ztfuk
[14] United States Bureau of Labor Statistics. (n.d.). Occupational outlook handbook: School and career counselors and advisors. Retrieved from https://tinyurl.com/4my8vpxh
[15] SC Works. https://tinyurl.com/mrxm6zun
[16] CERRA. (2024). SC Educator supply and demand report. Retrieved from https://www.cerra.org/supply-and-demand.html

Employment Opportunities

Occupation	State			National			Data Type and Source
	Expected Number of Jobs	Employment Projection	Median Pay per Year	Expected Number of Jobs	Employment Projection	Median Pay per Year	
School Counselors	585	12% (Annual)	$33,152	336,000	10% (2021-31)	$60,140	S.C. Works Online; U.S. Bureau of Labor Statistics
Mental Health Counselors	N/A	N/A	N/A	351,000	22% (2021-31)	$49,710	U.S. Bureau Labor Statistics
Child, Family and School Social Workers	490	12% (Annual)	$45,188	N/A	N/A	N/A	S.C. Works Online
Community and Social Service, All	3,623	11% (Annual)	$39,300	708,100	9% (2021-31)	$46,190	S.C. Works Online; U.S. Bureau of Labor Statistics

Supporting Evidence of Anticipated Employment Opportunities
Provide supporting evidence of anticipated employment opportunities for graduates.

We anticipate demand among in-service PK-12 teachers seeking additional certification and current mental health professionals seeking coursework needed to become a licensed counselor and/or continuing education credits. The Bureau of Labor Statistics projects a positive occupational outlook for professionals in school and mental health counseling fields. The employment projection at the national level estimates mental health counselor employment growth of 23% from 2020 to 2030. The expected growth in school counseling positions is 14% over the same period. Growth is also expected in similar positions, including social workers and community social service specialists (14%), and marriage and family therapists (16%). Per the US Department of Labor/PMP projections, employment projections for these positions in South Carolina track at the national average through 2030, with an increase of 23.4% for mental health counselor positions and a 13.5% increase for school counselors.

Description of the Program

Projected Enrollment			
	Fall Headcount	Spring Headcount	Summer Headcount
Year	Total	Total	Total
2025-2026	24	22	20
2026-2027	43	40	38
2027-2028	60	57	54
2028-2029	56	53	50
2029-2030	52	49	46

Explain how the enrollment projections were calculated.

The table is based on enrollment of 24 new students each fall. Years one through five total headcounts based on 95% returning fall to spring, spring to summer, and summer to fall. Additionally, beginning with year three summer headcount, each fall term is based on an 80% graduation rate of returning students.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

☒Yes

☐No

A SLED background check is required of all candidates entering education programs.

Curriculum

New Courses

List and provide course descriptions for new courses.

EDCO 500- Professional Counseling Orientation and Ethical Practice (3 credits)
This course provides the student with a broad overview of professional issues related to the counseling profession, including reference to current and historical role issues, licensure and professional development, and emphasis on matters of ethics and mental health law related to the counseling profession. Particular attention is given to the examination of ethical principles and mental health law relevant to the potential conflicts/dilemmas arising in counseling practice (e.g., suicide, homicide, role conflict, multiple relationships, record keeping, decision making, working with minors, school district policy, etc.). Issues specific to service delivery to minoritized populations/communities are addressed, as are possible ethical conflicts arising within counseling modalities (e.g., marital and family counseling, group counseling).

EDCO 501- Counseling Practice and Relationships (3 credits)
This course examines therapeutic rapport between counselor and client(s) and how to effectively establish using foundational counseling skills from initial meeting to termination across various settings. There is an emphasis on experiential learning for intentional demonstration of verbal and written clinical counseling skills with candidate attention to counselor presence, professionalism, awareness, the understanding, and use of self in counseling, client relationships, and working within the change process.

EDCO 502- Lifespan Development (3 credits)
This course provides an analysis of the principles of human development. Development is explored within the contributions of biological, social, psychological, and multicultural influences as applied to an understanding of cognitive, emotional, social, and physical development across the lifespan. Emphasis is given to the psychobiological nature and social context of development and cultural and ethnic variations impacting developmental processes.

EDCO 503- Identities and Experiences (3 credits)
In this course, candidates gain knowledge and skills to analyze their attitudes and beliefs related to their personal values. This course helps candidates increase their awareness as they examine diverse client worldviews with an emphasis on ways gender, race, ability, language, sexuality, economic status, education, etc. has an impact on individuals, neighborhoods, and society over time. Candidates gain insight on how intersecting identities influence therapeutic relationships with clients. This course emphasizes the use of appropriate advocacy interventions.

EDCO 504- Counseling Theories and Applications (3 credits)
This course provides an overview of existing and emerging theories and approaches in counseling and psychotherapy. Candidates use a multicultural lens to learn how to conceptualize various client concerns and choose appropriate theoretical intervention techniques to foster healing. Through self-awareness of one's own personal values, belief, ethics, and cultural worldview, candidates begin to develop their own theoretical framework of counseling to help shape theory into practice.

EDCO 505- Assessment and Diagnostic Process (3 credits)
This course provides a broad understanding of group and individual educational and psychometric theories and approaches to appraisal and assessment. Also examined are data and information gathering methods, validity and reliability, psychometric statistics, factors influencing appraisals, and use of appraisal results in helping processes. The ability to administer and interpret tests and inventories to assess abilities, interests, and identify career options is considered.

EDCO 506- Trauma-Informed Care and Crisis Intervention Counseling (3 credits)
This course provides an overview of key crisis theoretical approaches to respond to a variety of crisis situations on the individual, local, and national level. Special emphasis is given to crisis situations such as sexual assault, natural disasters, suicidality, and other trauma causing events. Essential skills needed for crisis prevention are addressed.

EDCO 507- Career Development (3 credits)
This course provides an overview of existing and emerging theories of career counseling. Candidates learn foundational career development theories, the usefulness of career inventories, and the current trends in career counseling for adults and school-age children. Additionally, candidates practice and demonstrate competency in career counseling.

EDCO 508- Group Counseling and Group Work (3 credits)
This course focuses on the practice and theories of group counseling through the exploration of group dynamics, group development, member roles, and group processes. Ethical, legal, cultural, and professional issues are explored to prepare candidates to consider leading groups in various mental health settings. Candidates participate in role practice as a group member and as a leader to demonstrate their ability to facilitate an effective group.

EDCO 509- Research and Program Evaluation (3 credits)
This course introduces candidates to research design, methods, and program evaluation pertaining to counseling. Ethical guidelines and culturally relevant considerations are emphasized for conducting and evaluating research. Candidates demonstrate the skills necessary to identify a problem, conduct a literature review, create a research design, and analyze qualitative, quantitative, and/or mixed methods data.

EDCO 510- Diagnostics of Psychopathology for Counselors (3 credits)
This course provides an overview of mental illnesses delineated in major diagnostic classification systems (e.g., DSM 5-TR). Concepts and constructs, assessment processes, etiology, cultural factors, differential diagnosis, decision-making, evidence-based therapeutic approaches, and medication management are emphasized for the corresponding counselor role.

EDMH 601- Advanced Counseling Techniques and Strategies (3 credits)
This course integrates clinical assessment, case conceptualization, and treatment planning and evaluation. The emphasis on assessment highlights specific, focused procedures for common clinical problems. Interview methods, self-report instruments, and self-monitoring strategies, among others, are reviewed for their psychometric characteristics, clinical utility, and practicality. Case conceptualization will integrate the results of the assessment process with current conceptual and empirical literature on etiology and treatment. The course includes the application of counseling skills to empower clients to experience therapeutic progress both in face-to-face and telehealth settings.

EDMH 602- Introduction to Couples and Family Counseling (3 credits)
Major models and techniques of couples and family counseling are examined, as well as history, research, legal, ethical, and other professional issues. This course examines the historical and conceptual development of family and couple therapy as a discipline and reviews current theoretical perspectives on couple/family interaction and the specific therapeutic techniques that stem from those theoretical perspectives. Ethical and legal implications will be highlighted for face-to-face and virtual counseling settings. The course goal is to facilitate engagement with, and application of, current theoretical and empirical research literature.

EDMH 603- Diagnosis and Treatment of Addictions Counseling (3 credits)
This course provides a supportive, structured learning environment for acquiring substance use and addictive behavior counseling skills. The course provides candidates with an understanding of the physiological and psychological effects of substance use, abuse, and misuse along with addictive behaviors and the significance of treatment planning in diverse settings. Candidates use their knowledge of individual, group, and family counseling strategies with assessing for client's readiness to change commitment for support of treatment and relapse prevention. Candidates learn about the diagnostic criteria of substance use and addictive behavior, models of etiology, and approaches to treatment.

EDMH 604- Clinical Mental Health Practicum (3 credits)
The practicum in clinical mental health counseling is the first formal field experience introducing candidates to the work experience of a professional clinical mental health counselor. This course is a supervised 100-hour field experience for clinical mental health counseling candidates at the end of their program. Of the 100 hours, at least 40 will be spent providing direct clinical service. Candidates experience individual and group supervision that emphasizes case conceptualization and the use of intervention strategies. The practicum course integrates previous course experiences with counseling skills. Candidates receive on average 1-hour weekly individual/triadic supervision from on-site supervisor and 1.5 hours of group supervision from program faculty.

EDMH 605- Clinical Mental Health Counseling Internship I (6 credits)
This is the first semester of candidates' internship experience. Internship is the concluding supervised field experience for the student's master's degree program. Candidates experience individual and group

supervision that emphasizes case conceptualization and the use of intervention strategies throughout their internship experience. Candidates receive on average 1-hour weekly individual/triadic supervision from on-site supervisor and 1.5 hours of group supervision from program faculty.

EDMH 606- Clinical Mental Health Counseling Internship II (6 credits)
This is the second semester of the candidates' internship experience. The semester of internship involves the student completing their remaining field experience hours required for the master's degree program. Candidates experience individual and group supervision that emphasizes case conceptualization and the use of intervention strategies throughout their internship experience. Candidates receive on average 1-hour weekly individual/triadic supervision from on-site supervisor and 1.5 hours of group supervision from program faculty.

EDCO 601- School Counseling Programming and Leadership (3 credits)
This course introduces the role, qualities, styles, and approach of counselors as leaders, advocates, and systems change agents within the school setting. Candidates enhance their understanding of organizational structure within a school by recognizing leadership theories and principles. Candidates explore school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies. Candidates gain effective leadership skills to manage and evaluate an effective comprehensive developmental school counseling program, with emphasis on program planning, management, and evaluation in school counseling.

EDCO 602- Elementary & Secondary School Counseling Strategies (3 credits)
This course presents theory and techniques for counseling children in educational institutions and other settings. The course offers examination of counseling common challenges and developmental implications for evidence-based interventions with elementary aged-children and students in secondary schools in a variety of settings (e.g., face-to-face, and virtual). Candidates have the opportunity to practice counseling interventions to promote student client welfare with direct supervision and feedback. The school counselor's role and function are discussed as a balance of responsive services, systems support, individual planning, and guidance curriculum.

EDCO 603- School Counseling Practicum (3 credits)
The practicum in school counseling is the first formal field experience. Through this practicum, candidates gain practical knowledge of the school setting and the school counselor's role and begin to develop skills in individual and group counseling and interactive classroom instruction. The practicum requires candidates to complete 100 supervised hours over one semester in a school with a school counselor. Of the 100 hours, at least 40 will be spent providing direct clinical service. Candidates experience individual and group supervision that emphasizes case conceptualization and the use of intervention strategies. The practicum course integrates previous course experiences with counseling skills. Candidates receive on average 1-hour weekly individual/triadic supervision from on-site supervisor and 1.5 hours of group supervision from program faculty.

EDCO 604- School Counseling Internship I: Elementary (6 credits)
The internship is the second formal field experience in elementary school counseling. The internship further develops skills in individual and group counseling and interactive classroom instruction. Additionally, candidates practice consultation skills by actively working with teachers, parents, and other relevant stakeholders. Internship involves candidates completing 300 hours of supervised field experience in an elementary school over one semester. Of the 300 hours, at least 120 will be spent providing direct clinical service. Candidates experience individual and group supervision that emphasizes

case conceptualization and the use of intervention strategies. Candidates receive on average 1-hour weekly individual/triadic supervision from on-site supervisor and 1.5 hours of group supervision from program faculty.

EDCO 605- School Counseling Internship II: Secondary (6 credits)

The internship is the third formal field experience in secondary school counseling. The internship further develops skills in individual and group counseling and interactive classroom instruction. Additionally, candidates practice consultation skills by actively working with teachers, parents, and other relevant stakeholders. Internship involves candidates completing 300 hours of supervised field experience in an elementary school over one semester. Of the 300 hours, at least 120 will be spent providing direct clinical service. Candidates experience individual and group supervision that emphasizes case conceptualization and the use of intervention strategies. Candidates receive on average 1-hour weekly individual/triadic supervision from on-site supervisor and 1.5 hours of group supervision from program faculty.

EDSP 635- Legal and Policy Issues in Special Education (3 credits)

Course provides a critical examination of current issue surrounding the field of special education including instruction methodologies, latest research, legislation and policy, case law, high stakes exams, over-representation of minorities in special education, and teacher shortages.

EDSC 518- Reading and Writing in the Content Area (3 credits)

A literacy methods course designed for students to learn general literacy instructional techniques and assessment strategies. Candidates will use these techniques and strategies to design a content-area instructional unit complete with an accompanying text set and assessments. Attention is given to addressing reading difficulties and enhancing reading skills necessary for effective teaching of content area materials.

EDCO 606- Play Therapy (3 credits)

This course focuses on interpreting play and using play techniques to facilitate the counseling process. Basic concepts and practices related to the history of play therapy, developmental issues, and ethical considerations in working theory to the practices of play therapy are reviewed and examined.

EDCO 607- Special Topics in Counseling (3 credits)

Course topics vary based on the interests of the professor and candidates. This course addresses a contemporary topic/issue relevant to counseling that is not otherwise addressed in-depth in another course offering.

EDCO 608- Advocacy in the Counseling Field (3 credits)

This course provides candidates with an overview of social justice systems approaches necessary to facilitate a culture of advocacy. Candidates will examine leadership and advocacy issues, models, competencies, and approaches related to the practice of counseling. Candidates will stay abreast of social advocacy issues within counseling profession and individuals served by professional counselors and conceptualize action steps to be effective change agents, leaders, and advocates for the profession and clients at the individual and systematic level in community and school settings. Issues specific to policies and processes that create barriers and challenges are addressed.

EDCO 609- Counselor Supervision (3 credits)
This course equips candidates with the skills to pursue supervisory roles as counselors. Multiple strategies of supervision are reviewed, including how to conduct observations and review transcripts of counseling sessions. The course also includes how to create and deliver micro-training, model counseling strategies, engage in role-play, and other supervisory techniques. The course reviews theoretical consultation and collaboration strategies as it relates to supervisory roles.

Curriculum
M.Ed in Counseling
Core Courses (33 credits)
      EDCO 500 Professional Counseling Orientation and Ethical Practice (3 credits)
      EDCO 501 Counseling Practice and Relationships (3 credits)
      EDCO 502 Lifespan Development (3 credits)
      EDCO 503 Identities and Experiences (3 credits)
      EDCO 504 Counseling Theories and Applications (3 credits)
      EDCO 505 Assessment and Diagnostic Process (3 credits)
      EDCO 506 Trauma-Informed Care and Crisis Intervention Counseling (3 credits)
      EDCO 507 Career Development (3 credits)
      EDCO 508 Group Counseling and Group Work (3 credits)
      EDCO 509 Research and Program Evaluation (3 credits)
      EDCO 510 Diagnostics of Psychopathology for Counselors (3 credits)

Clinical Mental Health Concentration (CMHC) (27 credits)
      Take the following courses (24 Credits):
      EDMH 601 Advanced Counseling Techniques and Strategies (3 credits)
      EDMH 602 Introduction to Couples and Family Counseling (3 credits)
      EDMH 603 Diagnosis and Treatment of Addictions and Counseling (3 credits)
      EDMH 604 Clinical Mental Health Practicum (3 credits)
      EDMH 605 Clinical Mental Health Internship I (6 credits)
      EDMH 606 Clinical Mental Health Internship II (6 credits)
      CMHC Elective Choices: Choose one course (3 credits)
      EDCO 606 Play Therapy (3 credits)
      EDCO 607 Special Topics in Counseling (3 credits)
      EDCO 608 Advocacy in the Counseling Field (3 credits)
      EDCO 609 Counselor Supervision (3 credits)

School Counseling Concentration (27 credits)
      EDCO 601 School Counseling Programming and Leadership (3 credits)
      EDCO 602 Elementary & Secondary School Counseling Strategies (3 credits)
      EDCO 603 School Counseling Practicum (3 credits)
      EDCO 604 School Counseling Internship I- Elementary (6 credits)
      EDCO 605 School Counseling Internship II- Secondary (6 credits)
      EDSC 518 Reading and Writing in the Content Area (3 credits)
      EDSP 635 Legal and Policy Issues in Special Education (3 credits)
Total: 60 credits

M.Ed in Counseling, School Counseling & Clinical Mental Health Counseling Curriculum by Year					
Course Name	**Credit Hours**	**Course Name**	**Credit Hours**	**Course Name**	**Credit Hours**
Year 1					
Fall		**Spring**		**Summer**	
CMHC and SC EDCO 500 Professional Counseling Orientation and Ethical Practice	3	CMHC and SC EDCO 503 Social and Cultural Identities and Experiences	3	CMHC Elective (Choose 1; option 1 of 2 sessions): EDCO 607 Special Topics in Counseling **or** EDCO 608 Advocacy in the Counseling Field SC EDCO 601 School Counseling Programming and Leadership	3
CMHC and SC EDCO 501 Counseling Practice and Relationships	3	CMHC and SC EDCO 504 Counseling Theories and Applications	3	CMHC and SC EDCO 506 Trauma-Informed Care and Crisis Intervention Counseling	3
CMHC and SC EDCO 502 Lifespan Development	3	CMHC and SC EDCO 505 Assessment and Diagnostic Process	3	CMHC and SC EDCO 507 Career Development	3
Total Semester Hours	9	Total Semester Hours	9	Total Semester Hours	9
Year 2					
Fall		**Spring**		**Summer**	
CMHC and SC EDCO 508 Group Counseling and Group Work	3	CMHC EDMH 603 Diagnosis and Treatment of Addictions Counseling SC EDCO 603 School Counseling Practicum	3	CMHC EDMH604 Clinical Mental Health Practicum (Full summer: Summer 1 & 2) SC EDSP 635- Legal and Policy Issues in Special Education	3
CMHC EDMH 601 Advanced Counseling Techniques and Strategies SC EDSC 518- Reading and Writing in the Content Area	3	CMHC EDMH 602 Introduction to Couples and Family Counseling SC EDCO 602 Elementary & Secondary School Counseling Strategies	3	CMHC Elective (Choose 1): EDCO 606- Play Therapy **or** EDMH 609- Counselor Supervision *(if elective credit not completed the first summer)*	*(3)*
CMHC and SC EDCO 509 Research and Program Evaluation	3	CMHC and SC EDCO 510 Diagnostics of Psychopathology for Counselors	3		
Total Semester Hours	9	Total Semester Hours	9	Total Semester Hours	3(CMHC) 3(SC)
Course Name	**Credit Hours**	**Course Name**	**Credit Hours**	**Course Name**	**Credit Hours**

Year 3				
Fall		**Spring**		**Summer**
CMHC EDMH 605 CMHC Internship I SC EDCO 604 SC Internship 1: Elementary	6	CMHC EDMH 606 CMHC Internship II SC EDCO 605 SC Internship II: Secondary	6	
Total Semester Hours	6	Total Semester Hours	6	

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Counseling and Development (M.Ed.)	60	Winthrop University	Similar core courses in counseling. The program offers concentrations in Clinical Mental Health Counseling and in School Counseling. Graduates are eligible to sit for exams leading to Licensed Professional Counselor (LPC) credential and S.C. Dept. of Ed School Counseling Certification. Face to face program.	Graduates eligible to sit for exams leading to National Certified Counselor (NCC).
Clinical Counseling (M.S.)	60	Charleston Southern University	Similar core courses in counseling. Graduates are eligible to sit for exams leading to LPC credential.	In-person or fully online option. No concentrations or specializations. Core requires 51 hours. Electives include "Counseling for Sexual Concerns," and "Alcohol and Substance Abuse." Housed in College of Health Sciences.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Counseling and Rehabilitation (M.A.)	60	University of South Carolina	Similar core courses in counseling. Face to face program only. Graduates are eligible to sit for exams leading to LPC credential.	In-person or fully online option. Degree specialization is in disability and accessibility-related issues. Core requires 39 hours. Electives are all courses in Clinical Rehabilitation Counseling. Additional electives include Counseling and Death Education. Graduates can take exam leading to Certified Rehabilitation Counselor (CRC). Housed in the School of Medicine.
Counselor Education (Ed.S.)	60	University of South Carolina	Similar core courses in counseling. Offers concentrations in Clinical Mental Health and in School Counseling. Graduates are eligible to sit for exams leading to LPC credential and S.C. Dept of Ed School Counseling Certification. Cannot find evidence of any online courses offered.	Offers a third specialization in Marriage, Couples, and Families. Graduates eligible to sit for exams leading to National Certified Counselor (NCC).

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
School Counseling (M. Ed.)	60	The Citadel	Core courses in counseling. Graduates are eligible to sit for exams leading to LPC credential and S.C. Dept of Ed School Counseling Certification. Cannot find evidence of any online courses offered.	Counseling core is 51 hours. Must choose specialization in Elementary School Counseling or Secondary School Counseling.
Counselor Education (M.Ed.)	60	Clemson University	Core courses in counseling. Offers Clinical Mental Health Counseling specialization and School Counseling specialization. Graduates are eligible to sit for exams leading to LPC credential or South Carolina School Counseling Certification. No online courses offered.	Can continue the M.Ed. to receive Educational Specialist in Counselor Education (Ed.S.).
Rehabilitation Counseling (M.A.)	60	South Carolina State University	Graduates eligible to sit for LPC.	Focus is on counseling persons with disabilities. The webpage states that four courses can be completed online. Graduates are eligible to sit for exams leading to CRC and NCC. Housed in the Department of Human Services.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Counselor Education (M.Ed.)	48	South Carolina State University	Graduates eligible for South Carolina state certification as professional school counselors. Cannot find evidence of any online course offerings.	Can specialize in elementary and/or secondary school counseling. Offers Career Development Facilitator Certificate. Housed in the Department of Human Services.
Counseling- various (M.A.)	36 (Care and Counseling) 48 (Addictions Counseling) 60 (Clinical Counseling)	Columbia International University	Offers core counseling courses. Offers master's in clinical Mental Health Counseling. The Care and Counseling M.A. and the Clinical Counseling M.A. can be face-to-face or online. Graduates in the Clinical Mental Health M.A. are eligible to sit for exams leading to LPC credentials.	Non-secular degree. Addictions Counseling M.A. (100% online only). The Care and Counseling M.A. and the Clinical Counseling M.A. can be face-to-face or online. Offers a core course in "Trauma Response and Crisis Care" and "Psychopharmacology" within the Addiction Counseling M.A. and a "Treating PTSD, Acute Stress, Grief & Trauma" within the Clinical Mental Health Counseling program. Care and Counseling Program graduates are not eligible to sit for LPC exam. Addiction Counseling Program graduates can sit for addictions counselor licensing exams.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Marriage and Family Therapy (M.S.)	63	Converse University	Face to face courses only.	All coursework (core/electives) focused on Families, Couples, and Children.
Clinical Mental Health Counseling (M.A.)	60	Webster University	Core courses in counseling. Mental Health Counseling emphasis. Face to face option in South Carolina (campuses in Myrtle Beach, Charleston, and Columbia). Graduates can sit for LPC.	Webster University is a Missouri-based institute of higher education with satellite campuses around the country and the world. Required courses include "Psychodiagnostics," and "Trauma, Crisis, and Emergency Relief Counseling" Housed in the College of Science and Health.

Comparison to other programs

To gauge state demand for an additional program in Student Counseling at the master's level, we probed the IPEDS data for the number of completions in programs with the same CIP code as proposed (13.11, Student Counseling and Personnel Services), and for similar programs with a different CIP code (42.28, Clinical, Counseling and Applied Psychology) for the last 3 years.[17] See table below:

Institution Name	Degree Title	Degree Level	Completions		
			2020	2021	2022
Student Counseling					
Citadel Military College of South Carolina	Student Counseling and Personnel Services	Master's degree	19	16	19
Clemson University	Student Counseling and Personnel Services	Master's degree	55	68	127
University of South Carolina-Columbia	Student Counseling and Personnel Services	Master's degree	27	21	40
South Carolina State University	Student Counseling and Personnel Services	Master's degree	13	17	6
Winthrop University	Student Counseling and Personnel Services	Master's degree	16	21	24
Clinical Counseling					
Charleston Southern University	Clinical, Counseling and Applied Psychology	Master's degree	0	3	18
Bob Jones University	Clinical, Counseling and Applied Psychology	Master's degree	17	15	10
Clemson University	Clinical, Counseling and Applied Psychology	Master's degree	8	7	12
Columbia International University	Clinical, Counseling and Applied Psychology	Master's degree	13	22	24
Francis Marion University	Clinical, Counseling and Applied Psychology	Master's degree	12	19	20
University of South Carolina Aiken	Clinical, Counseling and Applied Psychology	Master's degree	6	10	7
University of South Carolina-Columbia	Clinical, Counseling and Applied Psychology	Master's degree	6	13	11
Winthrop University	Clinical, Counseling and Applied Psychology	Master's degree	12	11	12

Based on this data, the eight state-wide programs in clinical counseling graduated an average of 14 students in 2022, 13 students in 2021, and 9 students in 2020. The five programs offered in school counseling graduated an average of 36 students in 2022, 24 students in 2021, and 26 students in 2020, though it should be noted that Clemson's significantly larger program size does impact this mean score. The majority of programs demonstrate a growing number of completions over time, and all programs meet the program productivity metrics for completions. Given the large need for counselors, as evidenced in the Assessment of Needs and Employment Opportunities sections of the proposal, this is not enough counselors to meet the state demand; thus, this program will be an additional resource to help fulfill those needs.

---

[17] https://nces.ed.gov/ipeds/datacenter/CDSPreview.aspx?sid=6869c4e6-2cd6-493b-84c7-8b43091f3cd9&rtid=5

Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Full-time Associate professor	EDCO 500 Professional Counseling Orientation and Ethical Practice EDCO 501 Counseling Practice and Relationships EDMH604 Clinical Mental Health Practicum EDMH 605 CMHC Internship I, EDMH 606 CMHC Internship II EDMH 609- Counselor Supervision EDCO 607 Special Topics in Counseling EDMH 602 Introduction to Couples and Family Counseling	Ph.D. General Counselor Education and Supervision *(CACREP Accredited),* Capella University Master of Science- School/Education Counseling *(CACREP Accredited)* with Post-Master's degree Substance Awareness Coordinator (SAC) Endorsement, Monmouth University Bachelor of Arts- (1) Education and (2) Psychology *with a* Minor in Dance Studies, The Richard Stockton College of New Jersey	▪ Approved Clinical Supervisor (ACS) ▪ Licensed Professional Counselor Supervisor (LPCS) Licensed Clinical Mental Health Counselor Supervisor (LCMHCS) ▪ Board Certified Telemental health Provider (BC-TMH) ▪ National Certified Counselor (NCC) ▪ Substance Awareness Coordinator (SAC) Psychological First Aid and Post-Traumatic Stress Management ▪ Dancing Mindfulness Facilitator ▪ *Texas Educator Standards Certificates:* ▪ School Counselor (EC-12), Generalist (Grades EC-6), Generalist (Grades 4-8) ▪ Psychology K-12 Teacher, Elementary School Teacher with Specialization(K-5), Mathematics Specialization Grades 5-8, Language Arts/Literacy Specialization Grades 5-8, Social Studies Grades 5-8 ▪ Quality Matters Trained Has worked as a clinical mental health counselor in multiple settings (e.g., private practice, community) and as a school counselor across levels. ▪ Researcher, Presenter, Peer-reviewed Publisher, and Advocate for the counseling field ▪ Years in Counseling Industry: 13 years

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Proposed New Faculty Member #1 (full-time)	EDCO 502 Lifespan Development EDCO 504 Counseling Theories and Applications EDCO 601 School Counseling Programming and Leadership EDCO 507 Career Development EDCO 508 Group Counseling and Group Work EDCO 602 Elementary & Secondary School Counseling Strategies EDCO 606- Play Therapy	Ph.D. in Counselor Education with a specialization in mental health	Research and teaching experience in school counseling; licensed LPC
Proposed New Faculty Member #2 (full-time)	EDCO 503 Social and Cultural Identities and Experiences EDC 506 Trauma-Informed Care and Crisis Intervention Counseling EDCO 509 Research and Program Evaluation EDC 603 School Counseling Practicum EDCO 604 SC Internship 1: Elementary EDCO 605 SC Internship II: Secondary	Ph.D. in Counselor Education with a specialization in school counseling	Research and teaching experience in mental health counseling; certification in elementary or secondary school counseling

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Proposed Assistant Clinical Professor (full-time)	EDCO 505 Assessment and Diagnostic Process EDCO 608 Advocacy in the Counseling Field EDMH 601 Advanced Counseling Techniques and Strategies EDMH 603 Diagnosis and Treatment of Addictions Counseling EDCO 510 Diagnostics of Psychopathology for Counselors	Ph.D. in Counselor Education	Experience in practicum and internship supervision of counseling candidates; licensed LPC approved to supervise

Total FTE needed to support the proposed program: 1.27
Faculty: 1.00
Staff: 0.13
Administration: 0.14

Faculty, Staff, and Administrative Personnel
The College of Education and Social Sciences at Coastal Carolina University has sufficient faculty to initiate the program. The program will rely on the current dean for leadership and administrative staff. In the future, more faculty will be necessary and will be determined by university allocation resources. Spadoni College intends to hire at least two additional full-time, tenure-track faculty member and one additional clinical faculty member to cover the courses necessary to implement the curriculum and to meet CACREP requirements.

<div align="center">

Resources

</div>

Library and Learning Resources
Kimbel Library holds about 1.1 million items in all formats, including over 375,000 eBooks provided by PASCAL, a statewide consortium. The library subscribes to about 230,000 periodicals, including magazines, newspapers, scholarly journals, and proceedings in print and online formats. The library provides access to its print holdings, as well as 175 online citation, full-text, and reference resources, via the library website at www.coastal.edu/library. All electronic resources, including books, articles, and videos, are available to Coastal students, faculty, and staff from off campus.

Course-integrated library instruction sessions are available to all academic departments; the library also offers one-credit information literacy courses. Librarians offer appointments for in-depth research help.

Kimbel Library is open 98 hours per week during the fall and spring semesters; during that time, library staff members are available to assist students via phone, chat, or in-person at the help desk.

Teaching faculty provide input regarding selection of library resources, including both print and electronic resources. The Spadoni College of Education and Social Sciences has a designated library liaison who takes order requests and communicates with faculty when new resources are available.

Library holdings are as follows:

Monographs
Subject areas for counseling education and training were identified for this program. Kimbel Library currently has access to almost 1000 relevant titles in print or eBook format.

Audiovisual
The library provides access to streaming videos in support of the counselor education curriculum, and currently has access to more than two hundred counseling films.

Serials and Subscriptions
Kimbel Library currently provides access to several peer-reviewed and trade journals in counseling and education. Online access is provided via aggregator databases, publisher packages, open access titles, and direct online subscriptions. Titles include:
- Adultspan Journal
- American Psychologist
- Applied & Preventive Psychology
- Career Development Quarterly
- Child Development
- Counseling and Values
- Counseling Psychologist, The
- Counselor Education and Supervision
- International Journal for Educational and Vocational Guidance
- JAMA: Journal of the American Medical Association
- Journal of Addictions & Offender Counseling
- Journal of College Counseling
- Journal of Counseling and Development
- Journal of Counseling Psychology
- Journal of Counselor Preparation and Supervision
- Journal of Creativity in Counseling
- Journal of Employment Counseling
- Journal of Humanistic Counseling
- Journal of Mental Health Counseling
- Journal of Military and Government Counseling
- Journal of Multicultural Counseling and Development
- Journal of School Counseling
- Professional Psychology: Research and Practice
- Professional School Counseling

- Elementary School Guidance and Counseling
- Psychology in the Schools
- Wisconsin Counseling Journal, The

Current access points for education journals include, but are not limited to:

- Academic Search Complete
- Education Full Text
- Education Source
- ERIC
- Health and Psychosocial Instruments
- JSTOR
- Mental Measurements Yearbook with Tests in Print
- Professional Development Collection
- PsycARTICLES
- Psychology and Behavioral Sciences Collection
- PsycINFO
- PsycTESTS
- ScienceDirect
- SocINDEX with Full Text
- Sociological Abstracts
- SpringerLink
- Web of Science

Student Support Services

All CCU students have access to university sponsored student support services including Accessibility and Disability Services, Student Computing Services, Kimbel Library, Student Health Services, and the Coastal Student Success Center including the Tutoring and Learning Center.

Advising
The College of Graduate and Continuing Studies supports graduate students with managing the enrollment process. The College of Education and Social Sciences employs a Graduate Programs Manager who assists in facilitating graduate student processes in the College, from recruitment to matriculation to program completion and graduation. We do not anticipate the need to add new student services for this program, thus we do not anticipate additional costs.

Counseling Services
Counseling Services are offered to Coastal Carolina University students to assist students in defining and accomplishing their personal and academic goals. Services include:
- Treating mental health concerns
- Preventing psychological difficulties
- Educating students to live emotionally and behaviorally healthy lives, and
- Contributing to a healthy campus environment.

Services also include individual, couples, and group counseling; psychiatric services; crisis intervention; assessment; nutritional counseling; drug and alcohol education; referrals; and consultation. The aim of Counseling Services is to produce graduates who are healthy citizens. Counseling Services adheres to the standard professional procedure regarding confidentiality of information and records are not part of any other Coastal Carolina University records.

Accessibility and Disability Services
Accessibility and Disability Services offers students with physical, psychological, or learning disabilities accommodations and assistance. With appropriate documentation, counselors determine accommodations needed to assist students in taking full advantage of their Coastal Carolina University educational opportunities. Ongoing disability coaching is offered to assist students with disabilities to help ensure their success at Coastal Carolina University. To access services and accommodations, students should register with the office, obtain documentation of the disability, and make an appointment with a staff member.

Physical Resources/Facilities

No new facilities or physical resources are needed for this program.

Equipment
Identify new instructional equipment needed for the proposed program.

No new equipment will be needed for this program.

Impact on Existing Programs
Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

☒Yes

☐No

Two courses in this program (EDSC 518, EDSP 635) are currently taught in other programs. These courses will see increased enrollments. Department chairs and program coordinators have been notified and are prepared to accommodate the increase in enrollment for these courses. The impact should be minimal.

Financial Support

Sources of Financing for the Program by Year

Category	1st New	1st Total	2nd New	2nd Total	3rd New	3rd Total	4th New	4th Total	5th New	5th Total	Grand Total New	Grand Total Total
Tuition Funding	$267,300	$768,708	$272,646	$1,448,310	$278,099	$2,088,532	$283,661	$1,982,761	$289,334	$1,871,924	$1,391,040	$8,160,235
Program-Specific Fees											$0	$0
Special State Appropriation											$0	$0
Reallocation of Existing Funds											$0	$0
Federal, Grant or Other Funding											$0	$0
Total	**$267,300**	**$768,708**	**$272,646**	**$1,448,310**	**$278,099**	**$2,088,532**	**$283,661**	**$1,982,761**	**$289,334**	**$1,871,924**	**$1,391,040**	**$8,160,235**

Estimated Costs Associated with Implementing the Program by Year

Category	1st New	1st Total	2nd New	2nd Total	3rd New	3rd Total	4th New	4th Total	5th New	5th Total	Grand Total New	Grand Total Total
Program Administration and Faculty/Staff Salaries	$71,400	$94,432	$70,437	$169,149	$71,400	$244,377		$322,093		$328,535	$213,237	$1,158,586
Facilities, Equipment, Supplies, and Materials											$0	$0
Library Resources											$0	$0
Other (specify)												
Total	**$71,400**	**$94,432**	**$70,437**	**$169,149**	**$71,400**	**$244,377**	**$0**	**$322,093**	**$0**	**$328,535**	**$213,237**	**$1,158,586**
Net Total (Sources of Financing Minus Estimated Costs)	**$195,900**	**$674,276**	**$202,209**	**$1,279,162**	**$206,699**	**$1,844,155**	**$283,661**	**$1,660,668**	**$289,334**	**$1,543,389**	**$1,177,803**	**$7,001,649**

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

Budget Justification
Program cost-effectiveness and return-on-investment are evaluated institutionally using an induced revenue/expense model. As shown in the Financial Support table, tuition revenues are based on a 9-credit course load for each student projected to enroll in the program. These revenues represent course revenues derived from all courses taken by the student, including both departmental-fielded courses and cross-department electives. The expenses shown in the Financial Support table represent only direct expenses necessary for delivering program courses and administration. The beginning program administration and faculty/staff salaries total are determined by using average faculty and administration salaries of faculty and staff supporting the program based on FTEs for the program. The expenses for new faculty or administration salaries are determined by using a proportion of the CUPA salary averages based on FTE for new positions in the year being hired. The university uses a 50% gross academic margin assessment to ensure that new graduate and certificate programs will provide sufficient revenues to support their expense impact on institutional operations.

To derive gross academic margin, total induced revenue ($8,160,235 for the period) is calculated minus total direct expenses ($1,158,586 for the period) divided by total induced revenue ($8,160,235 for the period). [(Revenue-Expenses)/Revenue]

For a program to be considered cost-effective, the University looks for undergraduate and certificate programs to produce a gross academic margin of 50% or better. This program's gross academic margin is 85.80% for the period, which indicates that this program has a high likelihood of producing sustainable revenues.

While Spadoni College has existing faculty expertise in educational psychology, we will need to add full-time faculty to cover the breadth of the program, particularly in the clinical mental health counseling concentration. We anticipate the addition of two new full-time faculty members and one full-time clinical faculty member to fully implement the program; one of those faculty members will also serve as the program coordinator, and a portion of the teaching load will be redirected to administrative duties.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
1. Students will be able to demonstrate a professional counseling identity founded by ethical practices.	Graduates will demonstrate commitment as ethical and competent clinicians with a strong professional counselor identity aligned with the American Counseling Association ethical standards prepared to advocate on behalf of the profession and promotes client equity and access while committing to personal self-care and wellness.	CMHC and SC Programs: EDCO 500: Ethical Dilemmas and Counselor Welfare CMHC Program Only: EDMH 601: Theory of Change Discussion CMHC-Cumulative: Faculty and Site Supervisor Evaluation-Practicum CMHC-Cumulative: Faculty and Site Supervisor Evaluation-Internship I

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
		CMHC-Cumulative: Faculty and Site Supervisor Evaluation- Internship II SC Program Only: EDCO 602: School Counseling Program Presentation SC- Practicum Cumulative: (a) SC DOE summative evaluation, (b) Faculty Supervisor evaluation, Site Supervisor evaluation SC- Internship I Cumulative: (a) SC DOE summative evaluation, (b) Faculty Supervisor evaluation, Site Supervisor evaluation SC- Internship II Cumulative: (a) SC DOE summative evaluation, (b) Faculty Supervisor evaluation, Site Supervisor evaluation
2. Students will be able to utilize assessments to support counseling plans development for clients.	Graduates will demonstrate the knowledge, skills, and practices to competently complete assessments, case conceptualizations, diagnoses, treatment plans, and program development and evaluation across the lifespan.	CMHC and SC Programs: EDCO 501: Foundational Skill Biopsychosocial and Progress Note EDCO 502: Trauma Research Paper EDCO 504: Counseling Theory Presentation and Skill Demonstration EDCO 505: Scholar- Practitioner Client Assessment, Diagnosis, and Treatment Plan Project EDCO 506: Quizzes EDCO 507: Final Project: Career and Culture Assignment EDCO 508: Group Proposal EDCO 509: Research Project EDCO 510: Psychopathology Case Study and Diagnosis Paper EDCO 510: Psychopharmacology Research Presentation

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
		CMHC Program Only: EDMH 601: Taping Role-Plays and Transcript EDMH 602: Genogram EDMH 604: My Professional Self EDMH 606: Group Summary Paper CMHC-Cumulative: Faculty and Site Supervisor Evaluation-Practicum CMHC-Cumulative: Faculty and Site Supervisor Evaluation-Internship I CMHC-Cumulative: Faculty and Site Supervisor Evaluation-Internship II SC Program Only: EDCO 602: Taping Role-Plays and Transcript EDCO 603: Classroom Guidance Activity EDCO 605: Career Project EDCO 605: Group Summary Paper SC- Practicum Cumulative: (a) SC DOE summative evaluation, (b) Faculty Supervisor evaluation, Site Supervisor evaluation SC- Internship I Cumulative: (a) SC DOE summative evaluation, (b) Faculty Supervisor evaluation, Site Supervisor evaluation SC- Internship I Cumulative: (a) SC DOE summative evaluation, (b) Faculty Supervisor evaluation, Site Supervisor evaluation

3. Students will be able to demonstrate evidence-based counseling practices supportive of the unique needs of clients.	Graduates will demonstrate evidence-based culturally sensitive counseling, career theory application, crisis intervention, and program evaluation across the continuum of care for diverse clients in various settings.	CMHC and SC Programs: EDCO 501: Foundational Skill Biopsychosocial and Progress Note EDCO 502: Trauma Research Paper EDCO 503: Cultural Immersion Impact EDCO 504: Counseling Theory Presentation and Skill Demonstration EDCO 507: Final Project: Career and Culture Assignment EDCO 508: Group Proposal CMHC Program Only: EDMH 601: Brief Intake Write-Up and Treatment Plan EDMH 601: Taping Role-Plays and Transcript EDMH 602: Genogram EDMH 604: My Professional Self EDMH 606: Group Summary Paper CMHC-Cumulative: Faculty and Site Supervisor Evaluation-Practicum CMHC-Cumulative: Faculty and Site Supervisor Evaluation-Internship I CMHC-Cumulative: Faculty and Site Supervisor Evaluation-Internship II SC Program Only: EDCO 602: Special Population Research Paper EDCO 602: Taping Role-Plays and Transcript EDCO 603: Classroom Guidance Activity EDCO 605: Career Project EDCO 605: Group Summary Paper SC- Practicum Cumulative: (a) SC DOE summative evaluation, (b) Faculty Supervisor

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
		evaluation, Site Supervisor evaluation SC- Internship I Cumulative: (a) SC DOE summative evaluation, (b) Faculty Supervisor evaluation, Site Supervisor evaluation SC- Internship I Cumulative: (a) SC DOE summative evaluation, (b) Faculty Supervisor evaluation, Site Supervisor evaluation
4. CMHC: Students will develop professional dispositions necessary for success as professional clinical mental health counselors. SC: Students will develop professional dispositions necessary for success as professional school counselors.	CMHC and SC: Graduates will exhibit self-reflection and self-awareness of socially, culturally, and spiritually appropriate skills and practices in professional counseling to competently promote social justice, advocacy efforts, and minimize barriers for clients and the profession.	CMHC and SC Programs: EDCO 500: Ethical Dilemmas and Counselor Welfare EDCO 501: Foundational Skill Biopsychosocial and Progress Note EDCO 504: Counseling Theory Presentation and Skill Demonstration CMHC Program Only: EDMH 601: Theory of Change Discussion EDMH 601: Taping Role-Plays and Transcript CMHC-Cumulative: Faculty and Site Supervisor Evaluation-Practicum CMHC-Cumulative: Faculty and Site Supervisor Evaluation-Internship I CMHC-Cumulative: Faculty and Site Supervisor Evaluation-Internship II SC Program Only: EDCO 602: School Counseling Program Presentation EDCO 602: Taping Role-Plays and Transcript

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
		SC- Practicum Cumulative: (a) SC DOE summative evaluation, (b) Faculty Supervisor evaluation, Site Supervisor evaluation
		SC- Internship I Cumulative: (a) SC DOE summative evaluation, (b) Faculty Supervisor evaluation, Site Supervisor evaluation
		SC- Internship I Cumulative: (a) SC DOE summative evaluation, (b) Faculty Supervisor evaluation, Site Supervisor evaluation

There are numerous key assessments throughout the counseling programs for students. The counselor education program will have a comprehensive evaluation plan for systematically evaluating, monitoring, and reporting achievement of program objectives annually. The plan includes:

1. academic quality indicators aligned with program objectives;
2. minimum thresholds for academic quality indicators, as determined by counselor education program faculty;
3. the data that will be collected;
4. a procedure for how and when data will be collected;
5. a method for how and when data will be reviewed or analyzed;
6. a process for addressing unmet minimum thresholds;
7. a procedure for identifying and analyzing trends in the data across multiple years; and
8. an explanation for how data will be used for curriculum and program improvement.

The 2024 CACREP Standards Academic Quality section will provide a framework for program evaluation and student assessment. The program objectives are evaluated by student learning outcomes measured by the associated course assignments. Throughout the clinical mental health and school counseling programs, students will need to achieve an 80% or higher on key assessments to pass the course. All key assessments must receive this grade to be granted a counseling degree. Formative evaluation examines the development of professional competencies with a focus on identifying strengths and deficiencies and corresponding learning interventions. Summative evaluation focuses on outcomes and is used to assess whether desired learning goals are achieved consistently with a professional standard. Students will be supported with gatekeeping protocols and faculty will be evaluated by anonymous student course evaluations, colleague observations, and annual evaluations with school leadership.

The program analyzes graduate outcomes and reports in aggregate, by program delivery type and CACREP specialized practice area, the achievement of minimum thresholds determined by the program for each of the following:

a) pass rates on credentialing examinations,

b) degree completion rates, and

c) employment and doctoral admission rates.

Counselor education program faculty create an annual report that includes:

a) a summary of the program evaluation results, including achievement of academic quality indicators;

b) subsequent curriculum modifications and program improvement informed by program evaluation; and

c) any other significant program changes. The annual report is submitted to the university assessment site.

Programmatic student learning outcome assessment is completed yearly, and is reviewed and evaluated at the college level by a college assessment committee. The college assessment committee makes recommendations for improvement to the department concerning both the structure of the assessment plan, and the outcomes of the assessment. At the University level, completion of yearly assessment is monitored by the University-Wide Assessment Committee – Educational Programs (UWAC-EP) Subcommittee. In addition, every three years, each program completes a three-year summary of their assessment outcomes, including an evaluation of the degree to which the program is meeting its student learning outcomes, and plans for improvements based on these outcomes. The three-year summaries are evaluated by the UWAC-EP, who also provides feedback and suggestions for improvement. In this way, the University ensures that yearly program assessment is completed, and also that programs close the loop leading to learning improvements.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

☒Yes

☐No

The Educator Preparation Program (EPP) will seek Council for the Accreditation of Educator Preparation (CAEP) accreditation for the School Counseling program through American School Counselor Association (ASCA), and for both concentrations through the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The EPP's current programs are recognized by CAEP (See Appendix A). The next EPP site visit will occur in Fall 2026; available data from this program will be shared as part of the on-site visit if approved before that date.

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

☒Yes

☐No

Explain how the program will prepare students for this licensure or certification.

34

Candidates are prepared for licensure through coursework focused on counseling pedagogy, assessment, and extensive fieldwork hours. Courses in counseling and assessment support candidates' content knowledge. In addition, candidates will participate in over 600 hours of field experience per state requirements. Their progression through the program is monitored by faculty as they complete course work and fieldwork experiences and successfully complete key assessments related to accreditation in alignment with state credentialing requirements. School counseling students must attempt the Praxis II exam before their first internship course. School counseling students must pass to be endorsed for certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

☒Yes

☐No

Graduates will be qualified for employment in mental health counseling (e.g., able to seek credentials equivalent of Licensed Professional Counselor (i.e., Licensed clinical mental health counselor and licensed clinical professional counselor) in public or private settings and/or school counseling in public or private PK-12 settings. Students may also go on to doctoral study in counseling or related fields. Graduates of the Clinical Mental Health program will complete all coursework required by the state of South Carolina to seek the Licensed Professional Counselor (LPC) credential. Graduates of the School Counseling program will be eligible for South Carolina Department of Education certification in elementary and/or secondary school counseling. Once approved by CHE, the complete, approved proposal is sent to the SCDE. Then, it will go through SCDE internal review, external peer review, Professional Review Committee consideration, and SBE consideration. The process is expected to take approximately 24 months from state submission to program implementation.

Appendix A: Council for the Accreditation of Educator Preparation (CAEP) accreditation letter

Appendix A. CAEP Recognition Letter

CAEP Council for the
Accreditation of
Educator Preparation

1140 19th Street, NW | Suite 400
Washington, DC 20036
tel: 202.223.0077 | fax: 202.296.6620
caepnet.org

May 15, 2020

Dr. David A. DeCenzo
President
Coastal Carolina University
642 Century Circle
Conway, SC 29526

Dear Dr. DeCenzo:

The Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) met on April 27, 2020, and I am pleased to inform you that the following accreditation status has been granted:

The William L. Spadoni College of Education at Coastal Carolina University is granted **Accreditation** at the initial-licensure level and advanced-level as described in the Accreditation Action Report.

Included with this letter are two subsequent documents:
1)The Accreditation Action Report provides details of the accreditation status.
2) Information for EPPs Granted Accreditation provides further information on the Council's decision process and provider responsibilities during the accreditation term.

Congratulations on your accreditation achievement. I appreciate your commitment to excellence in educator preparation accreditation.

Sincerely yours,

Christopher A. Koch, Ed.D.
President

Enclosures: Accreditation Action Report, Certificate of Accreditation (mailed to provider leadership), and Information on CAEP Accreditation

cc: Dr. Edward Jadallah, William L. Spadoni College of Education
    Dr. Dennis G. Wiseman, William L. Spadoni College of Education

Appendix B:

Required South Carolina Department of Education Documentation

III. SCDE Requirements

This section includes a description of the ways in which the program will meet all state requirements as outlined in the South Carolina Educator Preparation Guidelines: Standards Policies, and Procedures, South Carolina Provider Requirements, as applicable. These will include:

A. Requirements Related to State Statutes and Regulations

1.1. National provider standards

The M.Ed. in Counseling program will undergo review using the CACREP standards.

1.2. Criminal records check and fingerprinting requirements

To fulfill South Carolina legislative requirements and related public-school policies, all candidates who participate in any type of field-based experience associated with schools must undergo a SLED background check. Candidates must show a clear record on this check. If a criminal record is revealed, results are considered individually to determine if the candidates can be placed in a field experience. These decisions are made with the school district, and when appropriate, the state. Typically, candidates will not be placed in a field experience unless court records indicate that the matter was legally resolved or expunged from the individual's criminal record history. Coastal Carolina University will not place candidates in field experiences who have been convicted of or plead guilty to violent crimes or crimes of sexual nature. Candidates will not be placed in a field experience if they have been convicted of a felony that would make the candidate ineligible for a Professional Certificate.

To meet state certification requirements, an additional and more extensive FBI check is required at the beginning of the first practicum course for candidates. Candidates must show a clear record and no offenses that would make them ineligible for professional certification to be placed into an internship.

1.3 Read to Succeed

Candidates will take one course to meet Read to Succeed standards, EDSC 518 Reading and Writing in the Content Areas. This course will be submitted to the state for approval for the Read to Succeed standards as required by the South Carolina Department of Education (it is already approved for other graduate programs offered at Coastal). The course includes multiple assignments that address the standards. These include classroom design projects, text set projects, and reading theory reports.

Table 1. Read to Succeed Requirements

Course Title	Course Number	Credit Hours	Catalog Description	SC Literacy Standards, Elements, and Competencies Addressed
EDSC	518	3	A literacy methods course designed for candidates to learn general literacy instructional techniques and assessment strategies. Candidates will use these techniques and strategies to design a content-area instructional unit complete with an accompanying text set and assessments. Attention is given to addressing reading difficulties and enhancing reading skills necessary for effective teaching of content area materials.	1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 6.2

1.4 Assisting, developing, and evaluating professional counseling–ADEPT for School Counselors

Assessment of professional counseling is assessed and evaluated based upon competencies in planning, program management, direct and indirect services, and professionalism as defined by the South Carolina ADEPT Rubric for School Counselors. All candidates receive extensive training related to the current South Carolina requirements integrated into the Expanded ADEPT Support and Evaluation System. Prior to beginning the clinical experiences, all candidates receive a comprehensive orientation that includes written and oral explanations of

- Assistance and evaluation processes;
- Expectations related to the *ADEPT* System; and
- Requirements, including the SCTS performance criteria, for successfully completing the clinical practice.

The counseling education program will implement a plan that integrates ADEPT standards throughout the field experiences and internship. The program has infused the SCTS 4.0 rubric and expectations in courses and field experiences prior to internship to build familiarity and for both reflection and formative feedback. Candidates are introduced to SCTS 4.0 guidelines in each content course. The standards are first addressed in the School Counseling Programming and Leadership course and each of the respective content methods courses in the semesters before the internship experiences.

Counseling education candidates are evaluated on the ADEPT standards during internship by university supervisors that have completed the required ADEPT training to serve as an evaluator. Each candidate must be supervised by one or more EPP faculty supervisors and one or more school-based supervisors (i.e., cooperating counselors) throughout the clinical practice. Candidates are observed using the instrument during field experiences and internship. Each counselor candidate receives at least four formative observations (two by their university supervisor and two by the cooperating counselor) and four summative observations (two by their university supervisor and two by the cooperating counselor), written and oral feedback, and assistance regarding all SCTS Indicators from both the EPP and their school-based cooperating/supervising counselors throughout the clinical practice.

After each observation, the candidate and cooperating counselor discuss their progress and set goals for the next observation. University Supervisors, Cooperating Counselors, and Counselor Candidates review the instrument at a formative and summative conference. Evaluation decisions about candidate performance are based on the consensus judgments of the university supervisor and cooperating counselor. Evaluations are based on teaching performance in the four domains of Planning, Program Management, Direct and Indirect Services, and Professionalism and their accompanying indicators in the SCTS rubric. Candidates must receive a mean competency score of 2.5 or higher to successfully complete an internship.

1.5 Program for assisting, developing, and evaluating principal performance–PADEPP (Leadership programs only)

Not applicable

1.6 Family, school, and community engagement

The Spadoni College of Education and Social Sciences emphasizes the importance of involvement of families and communities in the school community and the classroom. To address the standards in this area, we meet the standards in the following ways:

(a) practices that are responsive to diversity, and are appropriate to various grade-level needs;

In the first course for the school counseling program, EDCO 500: Professional Counseling Orientation and Ethical Practice, students explore the ethical implications related to their desired role of counselor in supporting the uniqueness of each of their clients. Candidates read and discuss current literature that prepares them to respond to the diverse needs and experiences of clients. Counselors actively attempt to understand the backgrounds of the clients they serve to develop positive relationships with clients and meet client needs with evidence-based counseling practices.

Candidates gain an in-depth understanding of client uniqueness with exploration of biopsychosocial/intakes within their EDCO 501: Counseling Practice and Relationships course. Candidates gain knowledge and skills to analyze their attitudes and beliefs in EDCO 503: Identities and Experiences. This course helps candidates increase their awareness as they examine diverse client worldviews with an emphasis on ways gender, race, ability, language, sexuality, economic status, education, etc. impact counseling. Candidates gain insight into how intersecting identities influence therapeutic relationships with clients. Candidates learn and practice advocacy to address potential barriers and obstacles that inhibit access and/or the growth and development of clients. Candidates complete a curriculum audit that prompts them to consider the standards in their field in terms of how best meet the unique needs of their clients in their field placements. The main responsibility of counselors is to respect dignity and promote clients' welfare.

In EDCO 505: Assessment and Diagnostic Process, candidates complete an assessment of a client, substantiate client diagnosis, and formulate an evidence-based treatment plan to meet the unique needs of their client. This learned process is then implemented in each course after in which students are required to corroborate how their interventions with clients are evidence-based and align with their unique needs.

Finally, beginning in the first field experience, practicum, and continuing throughout the program, school counseling candidates are evaluated on their ability to ethically, legally, and use with evidence-based practices meet the unique needs of their clients. School counseling candidates are evaluated on models of school-based collaboration and consultation, school counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other referral sources, and their skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement.

Furthermore, school counseling candidates are evaluated using the Direct and Indirect Services and Professionalism sections of the SCTS 4.0 rubric, which include a focus on their abilities to create a safe and welcoming environment for all students.

(b) establishment and maintenance of parent-friendly school settings;

In EDCO 500: Professional Counseling Orientation and Ethical Practice and EDCO 501: Counseling Practice and Relationships, school counseling candidates examine stakeholder relationships in clients' lives and explore how to navigate ethically and legally the involvement of parents and guardians when working with minors. These approaches are then revisited with specific attention to working with clients experiencing or who have experienced crisis and/or trauma in EDCO 506: Trauma-Informed Care and Crisis Intervention Counseling. Parameters are also explored in relation to group counseling in EDCO 508: Group Counseling and Group Work. In the EDCO 601: School Counseling Programming and Leadership, school counselor candidates are introduced to the role, qualities, styles, and approach of counselors as leaders, advocates, and systems change agents within the school setting. Candidates enhance their understanding of organizational structure within a school by recognizing leadership theories and principles. Candidates explore school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies. Candidates are introduced to issues related to meeting the needs of diverse parents and are prompted in class assignments to locate and use best practices for parent communication.

(c) awareness of community resources that strengthen families and assist students to succeed;

In the EDCO 503: Identities and Experiences course, candidates read and discuss current literature that prepares them to understand the need for understanding the community in which students live. In this course, candidates will engage in community cultural immersion and reflect upon and share with their peers what they have learned from the experience and highlight advocacy efforts based on their experiences. In Trauma- Informed Care and Crisis Intervention Counseling, candidates will complete a Mental Health Crisis Responder Interview to gain understanding of this role in their community and how to best support the needs of their future clients. In Professional Counseling Orientation and Ethical Practice course, candidates complete the South Carolina Mandated Reporter Training. This will assist students with understanding state and local resources to best support the welfare of their clients as well as be able to provide psychoeducation of support services available to the community. In this same course, candidates identify a mental health advocacy effort and act to support their community with the advocacy project. In the Career Development course, candidates create a career action plan for hypothetical clients that considers community barriers and access while also offering resources to meet the unique needs of their clients. Beginning in the first field experience, practicum, and continuing throughout the program, candidates are also evaluated using their ability to create a safe and

therapeutic counseling relationship for all clients through drawing on community resources and developing a rapport with clients and their support systems (i.e., families).

1.7 Safe School Climate Act

School counseling candidates are trained and assessed on the Safe Schools Climate Act during their EDCO 601: School Counseling Programming and Leadership and their field experiences. School counseling candidates are evaluated on their abilities to create a safe and welcoming environment for all clients during their field experience each semester.

1.8 Education and Economic Development Act (EEDA)

Before a recommendation for state licensure is made, evidence is provided that each school counseling candidate for program completion has passed the EPP's Safe Schools Climate Act Assessment, the EEDA Assessment, and the Professional Conduct Assessment. The Standards of Conduct for South Carolina Educators (Code of Conduct) is presented to all school counseling interns during their fieldwork experience. In the Career Development course, school counseling candidates utilize career inventories and biopsychosocial/intakes to practice and demonstrate competency in career counseling to meet the unique needs of their clients. In EDCO 602 Elementary & Secondary School Counseling Strategies and all fieldwork courses, school counseling candidates examine and practice (a) approaches to increase promotion and graduation rates, (b) interventions to promote postsecondary and career readiness, (c) strategies to facilitate school and postsecondary transitions, and (d) strategies to promote equity in student achievement and access to postsecondary education opportunities. Additionally, candidates are trained and assessed on EEDA during internship.

1.9 Student Health and Fitness Act (Early Childhood Education and Elementary Education only)

Not applicable

1.10 Admission to advanced level educator preparation programs

To be accepted to the M.Ed. in Counselor Education program, candidates must meet the following requirements:

- Statement of disclosure concerning all prior convictions to include felonies and misdemeanors
- Earned undergraduate degree with a GPA of 3.0 or higher

Additionally, all applicants for the M.Ed. in Counseling (Clinical Mental Health Counseling and School Counseling) must meet the Coastal Carolina University admission requirements. In addition, all applicants will be reviewed by an admissions committee who will make recommendations based on the following criteria:
1. Completion of a Coastal Carolina University application form.
2. An earned Bachelor's Degree.
3. A minimum overall cumulative grade point average of 3.0 (on a 4.0 scale) documented by official transcripts for all collegiate coursework.

- If grade point average is below 3.0, but not less than 2.7, applicants can choose to provide copies of official scores on Graduate Record Examination (GRE) and Test of English as a Foreign Language (TOEFL) if applicable. A score of 300 with no less than 160 on the verbal and 140 on the quantitative Graduate Record Examination is required. Scores must be no more than five years old. *If an applicant's bachelor's degree with overall GPA is 3.0 or higher, the Graduate Record Examination is waived.*

4. Applicants who are non-native speakers of English speakers must demonstrate proficiency in English and provide official results from tests taken within the last three (3) years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs. Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required:

- A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL).
- A minimum score of 6.5 on the International English Language Testing System (IELTS) exam
- Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center.
- Pearson Test of English (PTE) Academic with a score of 59.
- Cambridge CAE (Certificate of Advanced English) with a minimum level of Cl.
- Cambridge CPE (Certificate of Proficiency in English) with a minimum level of Cl.
- MEL-AB (Michigan English Language Assessment Battery) with a score of 77.
- TOEIC (Test of English for International Communication) with a score of 745.
- Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three (3) years.

5. Online application to include a statement of professional goals
6. Submit three (3) professional references that can specifically address the candidates' ability to successfully meet the demands of graduate coursework and relevant work experience.

- must be professional and diverse. (*1 reference must be from a current/previous higher education instructor and 1 must be a from a current/previous supervisor. Family and friends are not appropriate references.*)
- need to be able to discuss the candidates inter and intrapersonal skills <u>and</u> aptitude for success in a hybrid graduate program at CCU's counseling program (e.g., clinical mental health counselling or school counseling).
- Strong references are knowledgeable about the applicant's academic preparation and/or relevant work experience.

7. Based on application to include exploration of professional goals, GPA and/or GRE scores, three references, and, if applicable, demonstration of English language

proficiency, candidates will be required to attend an interview primarily focusing on the applicant's statement of professional goals[OBJ][OBJ] vision.

1.11 PK–12 academic standards

The program will align with CACREP standards and undergo CACREP review for approval.

1.12 Tuberculosis screening and evaluations

Counselor education candidates must provide documentation of a negative TB test before starting the internship.

B. Requirements Related to SBE Guidelines and SCDE Policy

2.1 Field experiences

Candidates must complete 100 hours of supervised practicum experience prior to internship in EDCO 603, the School Counseling Practicum, with at least 40 of those hours spent providing direct clinical service. After, candidates must complete at least 600 hours of internship, 300 hours at the elementary level (EDCO 604) and 300 hours at the middle/secondary level (EDCO 605). Of the 600 hours, at least 240 must be spent providing direct clinical service. The internship experience must provide for intensive and continuous involvement in a public-school setting. Our five partnering districts work closely with the college to help provide relevant and productive sites for field placements of counselor education majors. These schools collaborate with the college to provide the personnel, curriculum, and environments necessary to offer effective instruction and services for prospective counselors. Throughout the field experiences, candidates are observed regularly by university supervisors and cooperating counselors using the SCTS 4.0 rubric domains. Field experiences provide actual settings in which to develop and demonstrate the knowledge, skills, and dispositions necessary to help all students. The field experiences are diverse and provide interaction with students in a variety of settings. At the internship level, interns meld the theoretical and practical knowledge of classroom instruction with professional behaviors. Interns can explore, investigate, grow, and develop through the internship. Interns must apply their knowledge of learners and counseling strategies by working with students as full participating members of a professional school community.

Expectations for school counseling interns include the ability to:
- assume the role of a professional counselor, working productively with their mentors.
- demonstrate a professional school counselor orientation in their roles, responsibilities, and relationships with an emphasis on legal and ethical issues.
- demonstrate culturally and developmentally appropriate skills in individual and group counseling, including consultation, assessment, treatment planning, and record keeping

Additionally, interns are expected to prepare counseling lesson/unit plans, demonstrate how to effectively manage the learning environment, demonstrate how to plan for assessment of student learning, and how to analyze and reflect on student learning data to determine comprehensive school counseling program. Interns are expected to participate in school-wide initiatives, attend professional development, attend to administrative tasks, and support school functions. All candidates receive formative and summative feedback during the internship regarding their growth and performance.

Finally, the internship represents an all-important exit point in the program. The internship serves as the final check of both candidate quality and program effectiveness. When the program is successfully completed, candidates will have met requirements toward receiving a South Carolina school counselor license.

2.2 Professional ethics and decision-making

The Spadoni College emphasizes professional ethics and responsibilities in all programs. The program addresses the following principles: Principle I: Responsibility to the Profession; Principle II: Responsibility for Professional Competence; Principal III: Responsibility to Students; Principle IV: Responsibility to the School Community; and Principal V: Ethics of the Use of Technology. The program faculty teach these standards throughout the coursework and internship. Professionalism and professional behavior are reviewed and tracked through the instruments described below.

As future professional counselors, the faculty expects candidates to be concerned about other people, to be stable and psychologically well adjusted (personally and professionally) without impairment, to be capable of effective interpersonal relationships, to be able to receive feedback willingly, and to give feedback constructively. Candidates must behave in a way that demonstrates fitness for a role in counseling. Finally, candidates should be committed to continued personal growth and professional development and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program.

Both informal and formal review will occur for candidates' professional dispositions. Formal review will be embedded with course experiences that support the development of the counselor's professional identity with emphasis on professional responsibilities. Candidates are first introduced to professional orientation and ethical responsibilities during their first course in the school counseling program, EDCO 500 Professional Counseling Orientation and Ethical Practice. Prior to even being accepted into the program, the application asks the candidate to examine applicability to of the American Counseling Association (ACA) ethical codes with their desired professional goals. The assessment of Candidate Dispositions used throughout the program, to include field experiences. It defines professional expectations of a counselor and monitors if candidates are behaving professionally, making sound decisions in ethical behavior that could impact themselves or the school community. It evaluates their ability to maintain awareness of unique needs of clients and application of evidence-based strategies. It examines how the candidates interact with students, fellow teachers/counselors, parents/guardians, and community. It requires candidates to critically analyze their content and accept constructive criticism. In addition, it explores how to maintain confidentiality about students and communicate with and about students to colleagues and families. If at any time a behavior is seen that does not align with the professional dispositions, a notification of professional performance concern is created by faculty and/or counseling faculty advisor, and they monitor and provide remediation guidance to support the candidate with demonstrating e professional behavior in the future.

The SCTS 4.0 has evaluation lines expressly addressing professionalism and how to grow as a professional. The instrument asks candidates to reflect on their professionalism and how they would like to grow in the future. It also asks faculty and cooperating site supervisors to evaluate the candidate's growth and development in their learning and learning goals, their ability to reflect on their practice, their community involvement, and their school responsibilities. In addition, rubric lines evaluate program plans, communication practices, lesson planning, program management assessment and monitoring, and professionalism in relation to ethics, student success, leadership, and collaboration.

This instrument is used to evaluate candidates in field experience placements. Additionally, the summative evaluation includes faculty supervisor and site supervisor evaluation of school counselor candidates' abilities to meet the role expectations set forth by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) for school counselors.

2.3 Initial program approval

The new program will gain State Board of Education approval prior to implementation, recruitment, and admission of candidates.

2.4 Continuing program recognition (modified/continuing programs only)

Not applicable

2.5 Verification of candidate program completion for educator certification

The EPP completes the verification of program completion for educator certification form for all candidates once they meet program completion requirements; this includes meeting state GPA guidelines, completion of all coursework, successful completion of all key assessments, successful completion of internship requirements, application for counseling intern fieldwork experience, and completion of state-required Praxis II.

2.6 Annual reporting

The EPP completes both the CAEP Annual Report and the Title II report in accordance with accreditation and federal requirements; in addition, the EPP submits the Educator Preparation Provider Annual Report, the ADEPT Report, and SCDE Assurances form each year to the South Carolina Department of Education. Finally, each program submits an annual university report documenting candidate performance as it aligns to each program's student learning outcomes. All programs submit either state- or Specialized Professional Association (SPA) reports according to the deadlines set by CAEP or their accrediting bodies (e.g., CACREP).

2.7 Technology for the enhancement of PK–12 student learning

All candidates will participate in a blended program experience in which they gain support and practice with asynchronous and synchronous technology components. Candidates will examine ethical and legal telehealth practices applicable to schools and the community. Students will gain practice with the implementation of telehealth practices and receive support for continued professional development. Candidates will complete throughout their program varied tasks that require diverse technology applications (e.g., PowerPoint Presentations, Zoom, technology integration (apps, web tools, creative design applications). These skills will be developed to support implementation within schools to support student success (e.g., lesson planning, program planning, program evaluation).

Appendix C: National Accreditor and SPA Standards and Sssessments

National Accreditor
and SPA Standards a

Appendix A. CAEP Recognition Letter

CAEP Council for the
Accreditation of
Educator Preparation

1140 19th Street, NW | Suite 400
Washington, DC 20036
tel: 202.223.0077 | fax: 202.296.6620
caepnet.org

May 15, 2020

Dr. David A. DeCenzo
President
Coastal Carolina University
642 Century Circle
Conway, SC 29526

Dear Dr. DeCenzo:

The Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) met on April 27, 2020, and I am pleased to inform you that the following accreditation status has been granted:

The William L. Spadoni College of Education at Coastal Carolina University is granted **Accreditation** at the initial-licensure level and advanced-level as described in the Accreditation Action Report.

Included with this letter are two subsequent documents:
1) The Accreditation Action Report provides details of the accreditation status.
2) Information for EPPs Granted Accreditation provides further information on the Council's decision process and provider responsibilities during the accreditation term.

Congratulations on your accreditation achievement. I appreciate your commitment to excellence in educator preparation accreditation.

Sincerely yours,

Christopher A. Koch, Ed.D.
President

Enclosures: Accreditation Action Report, Certificate of Accreditation (mailed to provider leadership), and Information on CAEP Accreditation

cc: Dr. Edward Jadallah, William L. Spadoni College of Education
Dr. Dennis G. Wiseman, William L. Spadoni College of Education

IV. National accreditor and SPA Standards, and assessments

A. A current accreditation approval letter from the Specialized Professional Association (e.g., NASM, NASAD, etc.):

A copy of the most recent CAEP letter may be found in Appendix A.

B. Program report

B1. Context

The Dean of the Spadoni College of Education and Social Sciences is responsible for all institutional policies for the College. The Dean works with the faculty and other academic administrators within the College to ensure the quality of the academic program and the alignment with CACREP and state standards. The College's organization and governance structure assures the integrity and quality of academic programming.

South Carolina State Laws and Regulations include the following: (1) Educator preparation units offering initial licensure programs must develop and implement a plan that integrates the South Carolina ADEPT performance standards throughout candidates' coursework, field experiences, and clinical practice. The unit must provide evidence that all candidates recommended for certification meet their respective ADEPT competencies, (2) Educator preparation units must provide assessment evidence to indicate that all candidates enrolled in educator preparation, school guidance counseling, and education administration programs possess the knowledge, skills, and dispositions to integrate the following into the PK-12 curriculum: career guidance; cluster study; curriculum frameworks; individual graduation plans; the instruction of students with diverse learning styles; the elements of the Career Guidance Model; contextual teaching; cooperative teaching; and character education. Institutions must also prepare and assess all candidates in the use of applied methodologies in PK-12 academic courses, (3) Educator preparation units must provide candidates with specific written information regarding the state Standards of Conduct (SC Code Ann. §§ 59-25-160, 59-25-530, 63-17-1060) required of South Carolina educators for initial certification, (4) Educator preparation units must provide evidence that candidates in all certification programs possess the knowledge, skills, and dispositions to identify and prevent bullying, harassment, and intimidation in schools, (5) Educator preparation units must provide evidence that candidates in all certification programs know, understand, and can apply South Carolina PK-12 Academic Curriculum Standards in the area in which they seek to be certified, (6) Educator preparation programs must ensure that candidates meet minimum admission requirements at the initial and advanced levels, (7) Educator preparation programs and other school personnel preparation programs must provide field experiences (also known as the practicum) that provide candidates with a variety of progressive experiences in multiple and diverse settings. All candidates complete a minimum of 100 hours of field experience prior to the clinical practice (internships), which must total 600 hours. (8) Counselor education candidates must complete a 3-credit hour course in literacy to fulfill the state's Read to Succeed requirements.

The counselor education program at Coastal Carolina University will provide a sequence of field-based experiences in which candidates develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn. Teacher candidates advance through three field experiences, each requiring them to assume greater responsibility in the classroom before the internship semester. Field experiences are designed to engage candidates in a variety of school settings, including those with high and low levels of diversity, those with high and low levels of SES, and more rural and urban settings.

Table 1. Field Experience Requirements

Course	Placement	Minimum Required Hours
EDCO 603	Public school	100 hours
EDCO 604	Public elementary school	300 hours
EDCO 605	Public high school	300 hours

Field Experience I – EDCO 603 (100 hours)

Candidates spend 100 hours gaining practical knowledge of the school setting and the role of the school counselor as well as to begin to develop skills in individual and group counseling and interactive classroom instruction. The candidates observe and may work with an individual child, small groups, or a class alongside the counselor.

Field Experience II – EDCO 604 (300 hours)

Counselor candidates have opportunities to apply knowledge and skills in authentic situations. At the internship level, interns meld the theoretical and practical knowledge of counseling with professional behaviors. Interns can explore, investigate, grow, and develop through the internship. The internship further develops skills in individual and group counseling and interactive classroom instruction. Additionally, candidates practice consultation skills by actively working with teachers and parents. This field experience occurs in a public elementary school.

In Field Experiences II and III, the candidate has at least three formative observations (two by the University Supervisor and one by the cooperating counselor) and three summative observations (two by the University Supervisor and one by the cooperating counselor) using the ADEPT for School Counselors rubric. They are also scored on the Assessment of Candidate Dispositions. Finally, the internships represent an all-important exit point in the program. Interns may not finish the internships, or complete their programs of study, without demonstrating competence as defined in this document; therefore, the internships serve as the final check of both candidate quality and program effectiveness.

Field Experience III – EDCO 605 (300 hours)

Counselor candidates have opportunities to apply knowledge and skills in authentic situations. At the internship level, interns meld the theoretical and practical knowledge of counseling with professional behaviors. Interns can explore, investigate, grow, and develop through the internship. Candidates are expected to assume a greater responsibility as the instructional leader. The internship further develops skills in individual and group counseling and interactive

classroom instruction. Additionally, candidates practice consultation skills by actively working with teachers and parents. This field experience occurs in a public high school.

Interns are expected to demonstrate proficiency in selected Performance Dimensions in addition to all the Professional Behaviors and Dispositions. Interns must apply their knowledge of learners and counseling by working with students as full participating members of a professional school community.

As previous noted, in field experiences II and III, the candidate has at least three formative observations (two by the University Supervisor and one by the cooperating counselor) and three summative observations (two by the University Supervisor and one by the cooperating counselor) using the ADEPT for School Counselors rubric. They are also scored on the Assessment of Candidate Dispositions. Finally, the internships represent an all-important exit point in the program. Interns may not finish the internships, or complete their programs of study, without demonstrating competence as defined in this document; therefore, the internships serve as the final check of both candidate quality and program effectiveness.

Assurances of High-Quality Field Experience:
The counselor education faculty work from a well-planned, collaborative research agenda that builds on and extends themes related to high quality field experiences. The faculty work closely with the Clinical Experiences Placement Coordinator to place the candidates with high quality schools that will work closely and collaboratively with our candidates. We use a strict vetting process when hiring University Supervisors, who are trained as ADEPT evaluators, to evaluate our counselor candidates. Our faculty have also worked closely to create a clear consensus about what high-quality field experiences look like and how that plays into a high-quality program.

B2, 3, 4. LIST OF ASSESSMENTS/ RELATIONSHIP OF ASSESSMENTS TO STANDARDS

CACREP does not limit EPPs to 6-8 key assessments, unlike other specialized program associations. Additionally, CACREP programs must address multiple strands of standards, versus a single set required by other accrediting bodies. Thus, the M.Ed. in Counseling has created a comprehensive portfolio of key assessments aligned to the CACREP standards. The following tables, pulled from the CACREP self-study report guidelines, show the alignment between courses, key assessments, and CACREP standards:

SSR 2.C KPIs and Dispositions Information

(Table taken from CACREP submission requirements)

Key Performance Indicators

Program Objectives	Key Performance Indicator (KPI)	Associated Foundational Curricular Area or Specialized Practice Area	Minimum Performance Expectation	Specific Measures Used to Assess KPI	Knowledge/Skill Assessment	When and Where Measurements Occur
Students will be able to demonstrate a professional counseling identity founded by ethical practices.	Graduates will demonstrate commitment as ethical and competent clinicians with a strong professional counselor identity aligned with the American Counseling Association ethical standards prepared to advocate on behalf of the profession and promotes client equity and access while committing to personal self-care and wellness.	Professional Counseling Orientation and Ethical Practice	Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	Ethical Dilemmas and Counselor Welfare Assignment	Knowledge	EDCO 500: Professional Counseling Orientation and Ethical Practice Course Assignment; Core course for CMHC and SC program candidates.
		Professional Counseling Orientation and Ethical Practice	CMHC Program Only: 80% or higher score on the assignment. Internship II: Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	CMHC only Summative: Faculty and Site Supervisor Evaluation-Internship II	Skill	CMHC program only: EDMH 606: Clinical Mental Health Internship II course assignment
		Professional Counseling Orientation and Ethical Practice	SC Program Only: Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	SC Program Only: School Counseling Program Presentation	Knowledge and Skill	SC Program Only: EDCO 602: Elementary & Secondary School Counseling Strategies course assignment.

			SC Program Only: 80% or higher score on the assignment. Internship I and II: Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	SC Program Only: SC- Internship I Cumulative: (a) SC DOE summative evaluation, (b) Faculty Supervisor evaluation, Site Supervisor evaluation SC- Internship II Cumulative: (a) SC DOE summative evaluation, (b) Faculty Supervisor evaluation, Site Supervisor evaluation	Skill	SC Program Only: EDCO 604: School Counseling Internship I: Elementary course assignment. EDCO 605: School Counseling Internship II: Secondary course assignment.
Students will be able to utilize assessments to support counseling plans development for clients.	Graduates will demonstrate the knowledge, skills, and practices to competently complete assessments, case conceptualizations, diagnoses, treatment plans, and program development and evaluation across the lifespan.	Counseling Practice and Relationships	Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	Foundational Skill Biopsychosocial and Progress Note	Skill	EDCO501: Counseling Practice and Relationships Course Assignment; Core course for CMHC and SC program candidates.
		Lifespan Development	Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	Trauma Research Paper	Knowledge	EDCO 502: Lifespan Development course assignment

			Knowledge	
Professional Counseling Orientation and Ethical Practice	Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	Counseling Theory Presentation and Skill Demonstration		EDCO 504: Counseling Theories and Applications course assignment; Core course for CMHC and SC program candidates.
Career Development	Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	Final Project: Career and Culture Assignment	Knowledge	EDCO 507: Career Development Course Assignment. Core course for CMHC and SC program candidates.
Group Counseling and Group Work	Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	Group Proposal	Knowledge	EDCO 508: Group Counseling and Group Work Course Assignment; Core course for CMHC and SC program candidates.
Research and Program Evaluation	Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	Research Project	Knowledge and Skill	EDCO 509: Research and Program Evaluation course assignment; Core course for CMHC and SC program candidates.
Assessment and Diagnostic Processes	Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	Psychopathology Case Study and Diagnosis Paper	Skill	EDCO510: Diagnostics of Psychotherapy for Counselors; Core course for CMHC and SC program candidates.
Counseling Practice and Relationships	CMHC Program Only: Key Assessment Assignment: Candidates must receive an 80% or	CMHC Program Only: Taping Role-Plays and Transcript	Skill	CMHC Program Only: EDMH 601: Assessment and Diagnostic Processes course assignment.

	higher score on the assignment.			
Lifespan Development	CMHC Program Only: Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	CMHC Program Only: Genogram	Skill	CMHC Program Only: EDMH 602: Introduction to Couples and Family Counseling course assignment.
CMHC	CMHC Program Only: 80% or higher score on the assignment. Internship I and II: Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	CMHC only Summative: Faculty and Site Supervisor Evaluation-Internship II	Skill	CMHC program only: EDMH 606: Clinical Mental Health Internship II course assignment
Lifespan Development	SC Program Only: Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	SC Program Only: Classroom Guidance Activity	Skill	EDCO 603: School Counseling Practicum course assignment
Career Development	SC Program Only: Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	SC Program Only: Career Project	Skill	EDCO 605: School Counseling Internship II: Secondary course assignment.

		Group Counseling and Group Work	SC Program Only: Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	SC Program Only: Group Summary Paper	Knowledge and Skill	EDCO 605: School Counseling Internship II: Secondary course assignment.
		SC	SC Program Only: 80% or higher score on the assignment. Internship I and II: Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	SC Program Only: SC- Internship I Cumulative: (a) SC DOE summative evaluation, (b) Faculty Supervisor evaluation, Site Supervisor evaluation SC- Internship I Cumulative: (a) SC DOE summative evaluation, (b) Faculty Supervisor evaluation, Site Supervisor evaluation	Skill	SC Program Only:\n\nEDCO 604: School Counseling Internship I: Elementary course assignment.\nEDCO 605: School Counseling Internship II: Secondary course assignment.
Students will be able to demonstrate evidence-based counseling practices supportive of the	Graduates will demonstrate evidence-based culturally sensitive counseling, career theory application, crisis intervention,	Counseling Practice and Relationships	Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	Foundational Skill Biopsychosocial and Progress Note	Skill	EDCO 501: Counseling Practice and Relationships course assignment.

unique needs of clients.	and program evaluation across the continuum of care for diverse clients in various settings.				
		Lifespan Development	Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	Trauma Research Paper	Knowledge	EDCO 502: Lifespan development course assignment.
		Social and Cultural Identities and Experiences	Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	Cultural Immersion Impact	Knowledge	EDCO 503: Identities and Experiences course assignment.
		Professional Counseling Orientation and Ethical Practice	Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	Counseling Theory Presentation and Skill Demonstration	Knowledge	EDCO 504: Counseling Theories and Applications course assignment; Core course for CMHC and SC program candidates.
		Career Development	Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	Final Project: Career and Culture Assignment	Knowledge	EDCO 507: Career Development Course Assignment. Core course for CMHC and SC program candidates.
		Group Counseling and Group Work	Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	Group Proposal	Knowledge	EDCO 508: Group Counseling and Group Work Course Assignment; Core course for CMHC and SC program candidates.
		Social and Cultural Identities and Experiences	CMHC Program Only: Key Assessment	CMHC Program Only: Brief Intake	Skill	EDMH 601: Advanced Counseling Techniques and Strategies

	Assignment: Candidates must receive an 80% or higher score on the assignment.	Write-Up and Treatment Plan		
Counseling Practice and Relationships	CMHC Program Only: Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	CMHC Program Only: Taping Role-Plays and Transcript	Skill	CMHC Program Only: EDMH 601: Assessment and Diagnostic Processes course assignment.
Lifespan Development	CMHC Program Only: Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	CMHC Program Only: Genogram	Skill	CMHC Program Only: EDMH 602: Introduction to Couples and Family Counseling course assignment.
CMHC	CMHC Program Only: 80% or higher score on the assignment. Internship I and II: Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	CMHC only Summative: Faculty and Site Supervisor Evaluation- Internship II	Skill	CMHC program only: EDMH 606: Clinical Mental Health Internship II course assignment
Social and Cultural Identities and Experiences	SC Program Only: Key Assessment Assignment:	SC Program Only: Special Population Research Paper	Skill	SC Program Only: EDCO 602: Elementary &

			Candidates must receive an 80% or higher score on the assignment.			Secondary School Counseling Strategies course assignment.
		Lifespan Development	SC Program Only: Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	SC Program Only: Classroom Guidance Activity	Skill	EDCO 603: School Counseling Practicum course assignment
		Career Development	SC Program Only: Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	SC Program Only: Career Project	Skill	EDCO 605: School Counseling Internship II: Secondary course assignment.
		Group Counseling and Group Work	SC Program Only: Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	SC Program Only: Group Summary Paper	Knowledge and Skill	EDCO 605: School Counseling Internship II: Secondary course assignment.
		SC	SC Program Only: 80% or higher score on the assignment. Internship I and II: Key Assessment Assignment: Candidates must receive an 80% or	SC Program Only: SC- Internship I Cumulative: (a) SC DOE summative evaluation, (b) Faculty Supervisor evaluation, Site Supervisor evaluation	Skill	SC Program Only: EDCO 604: School Counseling Internship I: Elementary course assignment. EDCO 605: School Counseling Internship II: Secondary course assignment.

					Knowledge	
			higher score on the assignment.	SC- Internship I Cumulative: (a) SC DOE summative evaluation, (b) Faculty Supervisor evaluation, Site Supervisor evaluation		
Clinical Mental Health Counseling (CMHC): Students will develop professional dispositions necessary for success as professional clinical mental health counselors. School Counseling (SC): Students will develop professional dispositions necessary for success as professional school counselors.	Graduates will exhibit self-reflection and self-awareness of socially, culturally, and spiritually appropriate skills and practices in professional counseling to competently promote social justice, advocacy efforts, and minimize barriers for clients and the profession.	Professional Counseling Orientation and Ethical Practice	Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	Ethical Dilemmas and Counselor Welfare Assignment	Knowledge	EDCO 500: Professional Counseling Orientation and Ethical Practice Course Assignment; Core course for CMHC and SC program candidates.

Counseling Practice and Relationships	Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	Foundational Skill Biopsychosocial and Progress Note	Skill	EDCO 501: Counseling Practice and Relationships course assignment.
Professional Counseling Orientation and Ethical Practice	Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	Counseling Theory Presentation and Skill Demonstration	Knowledge	EDCO 504: Counseling Theories and Applications course assignment; Core course for CMHC and SC program candidates.
Counseling Practice and Relationships	CMHC Program Only: Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	CMHC Program Only: Taping Role-Plays and Transcript	Skill	CMHC Program Only: EDMH 601: Assessment and Diagnostic Processes course assignment.
CMHC	CMHC Program Only: 80% or higher score on the assignment. Internship I and II: Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	CMHC only Summative: Faculty and Site Supervisor Evaluation- Internship II	Skill	CMHC program only: EDMH 606: Clinical Mental Health Internship II course assignment
Professional Counseling Orientation and Ethical Practice	SC Program Only: Key Assessment Assignment: Candidates must	SC Program Only: School Counseling	Skill	SC Program Only: EDCO 602: Elementary & Secondary School Counseling Strategies course assignment.

			receive an 80% or higher score on the assignment.	Program Presentation	
		SC	SC Program Only: 80% or higher score on the assignment. Internship I and II: Key Assessment Assignment: Candidates must receive an 80% or higher score on the assignment.	SC Program Only: SC- Internship I Cumulative: (a) SC DOE summative evaluation, (b) Faculty Supervisor evaluation, Site Supervisor evaluation SC- Internship I Cumulative: (a) SC DOE summative evaluation, (b) Faculty Supervisor evaluation, Site Supervisor evaluation	Skill	SC Program Only: EDCO 604: School Counseling Internship I: Elementary course assignment. EDCO 605: School Counseling Internship II: Secondary course assignment.

Core Counseling Courses for School Counseling and Clinical Mental Health Counseling Programs								
Knowledge /Skill Assessment	CACREP (2024) Foundational Counseling Curriculum	Course	Course Name	Assignment Name	KPI Addressed	CACREP (2024) Core Standard Addressed	CACREP School Counseling (2024) Standard Addressed	Narrative
Knowledge	Professional Counseling Orientation and Ethical Practice	EDCO 500	Professional Counseling Orientation and Ethical Practice	Ethical Dilemmas and Counselor Welfare	Graduates will demonstrate commitment as ethical and competent clinicians with a strong professional counselor identity aligned with the American Counseling Association ethical standards prepared to advocate on behalf of the profession and promotes client equity and access while committing to personal self-care and wellness. Graduates will exhibit self-reflection and self-awareness of socially, culturally, and spiritually appropriate skills and practices in professional counseling to competently promote social justice, advocacy efforts, and minimize barriers for clients and the profession.	III.A.1-8, 10-12	V.H. 3, 6, 10	Candidates will select one ethical decision-making model to resolve the ethical dilemma. Candidates will reflect on experience within counselor role and supporting the welfare of their clients while considering how to avoid experiences with compassion fatigue, burnout, and vicarious trauma.

Skill	Counseling Practice and Relationships	EDC 0 501	Counseling Practice and Relationships	Foundational Skill Biopsychosocial and Progress Note	Graduates will demonstrate the knowledge, skills, and practices to competently complete assessments, case conceptualizations, diagnoses, treatment plans, and program development and evaluation across the lifespan. Graduates will demonstrate evidence-based culturally sensitive counseling, career theory application, crisis intervention, and program evaluation across the continuum of care for diverse clients in various settings. Graduates will exhibit self-reflection and self-awareness of socially, culturally, and spiritually appropriate skills and practices in professional counseling to competently promote social justice, advocacy efforts, and minimize barriers for clients and the profession.	III.A.12; E.2.5-11, 16-17	V.H. 10, 11-12	Candidates will work with a partner to record yourself in the role of counselor conducting a hypothetical client biopsychosocial/intake session. Candidates are expected to address aspects of cultural identity often relevant to the counseling process (e.g., race, gender, age, class) and invite a discussion with the "client" regarding the impact of identity match or difference during counseling. This assignment's purpose is to formally practice broaching skills and identify areas of growth to become a multiculturally competent and

								responsive counselor. Candidates will analyze their session recording to identify areas of strength and areas in need of growth. Candidates will also complete at least a two-page reflection of their experience with this hypothetical client: (a) counselor competence, (b) client-counselor match, (c) transference, and (d) countertransference. Candidates will examine the importance of broaching the of culture during counseling and identify their personal areas of strength and areas in need of growth for broaching culture with clients.

	Lifespan Development				Graduates will demonstrate the knowledge, skills, and practices to competently complete assessments, case conceptualizations, diagnoses, treatment plans, and program development and evaluation across the lifespan. Graduates will demonstrate evidence-based culturally sensitive counseling, career theory application, crisis intervention, and program evaluation across the continuum of care for diverse clients in various settings.			This assignment will provide an opportunity to study Erikson's developmental stage theory and explore the potential impact of a trauma topic approved by the instructor on the psychosocial development at a specific stage of development. An emphasis in this discussion should include discussion about how specific crisis events play a part in the traumatic event itself and how crisis/trauma triggers are associated with ongoing mental health issues throughout a person's life.
Knowledge		EDCO 502	Lifespan Development	Trauma Research Paper		III.A.2-3,8,10; C. 1-13; E.19-20; G.13-14	V.H. 9, 11-12, 15-16, 19	Candidate is expected to demonstrate a understanding of the effects of

Knowledge		EDCO 503	Identities and Experiences	Cultural Immersion Impact				
								crisis, disasters, and trauma on diverse individuals across the lifespan.
Knowledge	Social and Cultural Identities and Experiences	EDCO 503	Identities and Experiences	Cultural Immersion Impact	Graduates will demonstrate evidence-based culturally sensitive counseling, career theory application, crisis intervention, and program evaluation across the continuum of care for diverse clients in various settings.	III.B. 1-6, 10-11; C.12; E.1,7,13	V.H. 11, 19	Candidates will engage in a cultural immersion experience. Candidates will identify historical and/or current issues impacting culture stereotypes and the effects of stereotypes. Candidates will apply a multicultural theory to highlight counselor cultural competence for this culture. Candidates will highlight advocacy efforts for this culture by highlighting researched strategies to support

							elimination of barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. Apply guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities.
Knowledge	Counseling Practice and Relationships	EDCO 504	Counseling Theories and Applications	Counseling Theory Presentation and Skill Demonstration	Graduates will demonstrate the knowledge, skills, and practices to competently complete assessments, case conceptualizations, diagnoses, treatment plans, and program development and evaluation across the lifespan. Graduates will demonstrate evidence-based culturally sensitive counseling, career theory application, crisis intervention, and program evaluation across the	III.E. 1-12, 15	V.H. 13-15, 17-19	Candidates are expected to examine theory development, the relationship between the counselor and client is identified and explained, the role of the counselor, strengths and weakness (e.g. this may also include any

					continuum of care for diverse clients in various settings. Graduates will exhibit self-reflection and self-awareness of socially, culturally, and spiritually appropriate skills and practices in professional counseling to competently promote social justice, advocacy efforts, and minimize barriers for clients and the profession.			criticisms widely held of the theory, or any ethical or multi-cultural issues linked to this theory), key interventions, and intended purpose. Candidate is expected to evaluate the appropriateness of a specific psychotherapeutic approach for diverse populations, and provides examples of how it could be adapted for diverse clients.
Knowledge	Assessment and Diagnostic Processes	EDCO 505	Assessment and Diagnostic Process	Scholar-Practitioner Client Assessment, Diagnosis, and Treatment Plan Project	Graduates will demonstrate the knowledge, skills, and practices to competently complete assessments, case conceptualizations, diagnoses, treatment plans, and program development and evaluation across the lifespan.	III.A.11; E.1-2, 7, 10-15; G.2-17	V.H. 11-19	This assignment requires candidates to complete an assessment of the character chosen from the movie, establish client diagnosis(es),create a treatment plan for the

								client, and personal reflection for completing the project.
	Career Development				Graduates will demonstrate the knowledge, skills, and practices to competently complete assessments, case conceptualizations, diagnoses, treatment plans, and program development and evaluation across the lifespan. Graduates will demonstrate evidence-based culturally sensitive counseling, career theory application, crisis intervention, and program evaluation across the continuum of care for diverse clients in various settings.			Candidates will Complete an interviewee's biopsychosocial, examine multicultural and ethical considerations that might impact the interviewee in his/her career/ work/probable future career path (e.g. gender, cultural, ethical considerations, and personal issues), support suggestions for Super, Krumboltz, and any other theories which might be relevant to the interviewee, and creates case conceptualization to create an individual career plan of action
Knowledge		EDCO 507	Career Development	Final Project: Career and Culture Assignment		III.A.11; D.1-12	V.H. 11, 15-19	

							including measurable long-term goals, measurable short-term goals, and well-aligned counseling interventions and strategies. The candidate is expected to demonstrate ability of the candidate to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result. Identify areas that need growth and development realistic action plans to remediate and/or develop professionally.
Knowledge	Group Counseling and Group Work	EDC O 508	Group Counseling and Group Work	Group Proposal	Graduates will demonstrate the knowledge, skills, and practices to competently complete assessments, case	III.A.11; E.21; F.1-10	V.H. 5, 12-13, 15	Candidates will write a proposal for a psychoeducation

Knowledge and Skill	Research and Program Evaluation	EDCO 509	Research and Program Evaluation	Research Project	Graduates will demonstrate...	III.H.1-11	V.5, 11, 15	Candidates will...
					conceptualizations, diagnoses, treatment plans, and program development and evaluation across the lifespan. Graduates will demonstrate evidence-based culturally sensitive counseling, career theory application, crisis intervention, and program evaluation across the continuum of care for diverse clients in various settings.			al/counseling group with a specific population. Ethical and legal implications for group dynamics and implementation will be addressed. Candidates will develop overall rationale, goal and objectives for the group, apply theoretical orientation and developmental theory, and prepare evaluative measures to account for effectiveness of the group.
Knowledge and Skill	Research and Program Evaluation	EDCO 509	Research and Program Evaluation	Research Project	Graduates will demonstrate the knowledge, skills, and practices to competently complete assessments, case conceptualizations, diagnoses, treatment plans, and program development and evaluation across the lifespan.	III.H.1-11	V.5, 11, 15	Candidates will give a class presentation on a hypothetical research project of their own design. The presentation will include the essential

									components of a research project including anticipated statistical analysis procedures. Special consideration must be paid to the ethical and legal issues and practices important to conducting research with human subjects.
Skill	Assessment and Diagnostic Processes		EDCO 510	Diagnostics of Psychopathology for Counselors	Psychopathology Case Study and Diagnosis Paper	Graduates will demonstrate the knowledge, skills, and practices to competently complete assessments, case conceptualizations, diagnoses, treatment plans, and program development and evaluation across the lifespan.	III.C.11; E.1, 10-15, 18; G.5-9, 11-12, 16	V.H. 11-1+B3:G 125	Candidates will demonstrate ability to evaluate effectiveness of assessment sot support diagnosis, practice differential diagnosis, apply theory to support therapuetic progress with accounting for unique client needs aligned with the diagnosis , and

Knowledge /Skill Assessment	CACREP (2024) Foundational Counseling Curriculum / Specialized Practice Area: School Counseling	Course	Course Name	Assignment Name	KPI Addressed	CACREP (2024) Core Standard Addressed	CACREP School Counseling (2024) Standard Addressed	
								create a developmentally appropriate and cultural responsive treatment plan.
School Counseling Specialized Practice Courses								
Knowledge and Skill	School Counseling	EDCO 602	Elementary & Secondary School Counseling Strategies	School Counseling Program Presentation	Graduates will demonstrate commitment as ethical and competent clinicians with a strong professional counselor identity aligned with the American Counseling Association ethical standards prepared to advocate on behalf of the profession and promotes client equity and access while committing to personal self-care and wellness. Graduates will exhibit self-reflection and self-awareness of socially, culturally, and	III.A.2-4, 9; D.10-11; H.2, 7-8; E.11	V.H. 2, 4-6, 15, 16	Develop school counseling program aligned to school needs and evaluative measures to include the effectiveness of their role.

					spiritually appropriate skills and practices in professional counseling to competently promote social justice, advocacy efforts, and minimize barriers for clients and the profession.			
Skill	Social and Cultural Identities and Experiences	EDCO 602	Elementary & Secondary School Counseling Strategies	Special Population Research Paper	Graduates will demonstrate evidence-based culturally sensitive counseling, career theory application, crisis intervention, and program evaluation across the continuum of care for diverse clients in various settings.	III.A.4; B.1-7; E.11	V.H. 6, 11-15, 19	Candidates will compose a paper (on working with a specific population of students present in schools today. The paper should briefly describe the difficulties of students from this population of schools. The bulk of the paper should focus on specific interventions designed to meet the needs of these students at their corresponding developmental levels (e.g., elementary versus secondary) and how school counselors can

								help these students.
Skill	School Counseling	EDCO 604	School Counseling Internship I: Elementary	Summative Evaluation	Graduates will demonstrate commitment as ethical and competent clinicians with a strong professional counselor identity aligned with the American Counseling Association ethical standards prepared to advocate on behalf of the profession and promotes client equity and access while committing to personal self-care and wellness.

Graduates will demonstrate the knowledge, skills, and practices to competently complete assessments, case conceptualizations, diagnoses, treatment plans, and program development and evaluation across the lifespan. Graduates will demonstrate evidence-based culturally sensitive counseling, career theory application, crisis intervention, and program evaluation across the continuum of care for diverse clients in various settings. Graduates will exhibit self-reflection and self-awareness | III.D.10; H.8 | V.H. 1-19 | During each semester of your fieldwork experience, you will be evaluated by your faculty supervisor regarding your preparedness for endorsement as graduate degree level clinical mental health counselor. Your professionalism, competence, and skills as a professional counselor will be assessed (e.g., cultural competence, self-awareness, clinical skill effectiveness). During each semester of your fieldwork experience, you will be evaluated by your site supervisor regarding your |
| Skill | School Counseling | EDCO 605 | School Counseling Internship II: Secondary | | | | | |

| | | | | | of socially, culturally, and spiritually appropriate skills and practices in professional counseling to competently promote social justice, advocacy efforts, and minimize barriers for clients and the profession. | | | preparedness to join your supervisor as a colleague in the counseling field as a clinical mental health counselor. Your professionalism, competence, and skills as a professional counselor will be assessed (e.g., cultural competence, self-awareness, clinical skill effectiveness) in relation to your work with clients at their site under their supervision. South Carolina requires a summative evaluation of school counseling candidates to be completed. |
| Skill | Group Counseling and Group Work | EDCO 603 | School Counseling Practicum | Classroom Guidance Activity | Graduates will demonstrate the knowledge, skills, and practices to competently complete assessments, case | III.A.2-4; B.8-9; H.2, 7; | V.H. 5-7, 11, 15 | Candidates will examine lessons attention to students' |

					conceptualizations, diagnoses, treatment plans, and program development and evaluation across the lifespan. Graduates will demonstrate evidence-based culturally sensitive counseling, career theory application, crisis intervention, and program evaluation across the continuum of care for diverse clients in various settings.	E.10-11, 14		developmental, diversity/advocacy and inclusion (of special education students) with supportive scholarly literature. Candidates are expected to create Guidance lesson strands identified with academic subject, school counseling comprehensive program, or topic tied to the presentation. Candidates are expected to examine how the lesson plan accounts for the students' developmental, diversity/advocacy and inclusion (of special education students) supported with wealth of

Skill								
								scholarly literature.
Skill	Career Development	EDCO 605	School Counseling Internship II: Secondary	Career Project	Graduates will demonstrate the knowledge, skills, and practices to competently complete assessments, case conceptualizations, diagnoses, treatment plans, and program development and evaluation across the lifespan. Graduates will demonstrate evidence-based culturally sensitive counseling, career theory application, crisis intervention, and program evaluation across the continuum of care for diverse clients in various settings.	III.A.11; B.8-9; D.1, 9-11; E.10-12,14; H.2, 7-8	V.H. 5, 8, 15-19	Each candidate will be required to complete one career project to help students prepare for college. The candidate reflects a high level of ability to provide effective, culturally responsive services to clients in a multicultural society, and applies the Multicultural and Social Justice Counseling Model. Candidate is expected to reflect on their planning (development), implementation, and assessment of the career project: their strengths and areas for growth exceeding

Knowledge/Skill Assessment	CACREP (2024) Foundational Counseling Curriculum / Specialized Practice Area: Clinical Mental Health Counseling	Course	Course Name	Assignment Name	KPI Addressed	CACREP (2024) Core Standard Addressed	CACREP Clinical Mental Health Counseling (2024) Standard Addressed	
								expectations for training level (e.g., sought supervision regarding areas for growth, plans following graduation to continue to develop in these growth areas).
**Clinical Mental Health Counseling Specialized Practice Courses**								
Skill	Assessment and Diagnostic Processes	EDMH 601	Advanced Counseling Techniques and Strategies	Brief Intake Write-Up and Treatment Plan	Graduates will demonstrate evidence-based culturally sensitive counseling, career theory application, crisis intervention, and program evaluation across the continuum of care for diverse clients in various settings.	III.C.3, E.7-16	V.C.1,4-5	Candidates will be expected to document a hypothetical client biopsychosocial/intake session using clinical counseling progress note

								format and develop a culturally relevant and developmentally appropriate treatment plan.
Skill	Counseling Practice and Relationships	EDMH 601	Advanced Counseling Techniques and Strategies	Taping Role Plays and Transcript	Graduates will demonstrate the knowledge, skills, and practices to competently complete assessments, case conceptualizations, diagnoses, treatment plans, and program development and evaluation across the lifespan. Graduates will demonstrate evidence-based culturally sensitive counseling, career theory application, crisis intervention, and program evaluation across the continuum of care for diverse clients in various settings. Graduates will exhibit self-reflection and self-awareness of socially, culturally, and spiritually appropriate skills and practices in professional counseling to competently promote social justice, advocacy efforts, and minimize barriers for clients and the profession.	III.A.11; C.3, E.1-2, 7-12,15	V.C.1,2, 4-5	Candidate is expected to engage in clinical practice sessions and analyze effectiveness. Candidates are expected to reflect on ability as counselor, effectiveness with client, counselor-client relationship implications, and cultural competence.

Skill	Lifespan Development	EDMH 602	Introduction to Couples and Family Counseling	Genogram	Graduates will demonstrate the knowledge, skills, and practices to competently complete assessments, case conceptualizations, diagnoses, treatment plans, and program development and evaluation across the lifespan. Graduates will demonstrate evidence-based culturally sensitive counseling, career theory application, crisis intervention, and program evaluation across the continuum of care for diverse clients in various settings.	III.A.2., C.1,6-7,12, E.1,3,11, 12	V.C.1	Candidates will create a genogram examining family relationships, multicultural Impacts within family, and explore implications of the client's Genogram for couples or family counseling and theories of individual and family development across the lifespan which would be relevant for application of counseling to support models of resilience, optimal development, and wellness in individuals and families across the lifespan
Skill	CMHC	EDMH 606	Clinical Mental Health	Summative Evaluation: Faculty and Site	Graduates will demonstrate commitment as ethical and competent clinicians with a strong professional counselor	III.D.10; H.8	V.C.1-8	During each semester of your fieldwork experience, you

			Counseling Internship II	Supervisor Evaluation	identity aligned with the American Counseling Association ethical standards prepared to advocate on behalf of the profession and promotes client equity and access while committing to personal self-care and wellness. Graduates will demonstrate the knowledge, skills, and practices to competently complete assessments, case conceptualizations, diagnoses, treatment plans, and program development and evaluation across the lifespan. Graduates will demonstrate evidence-based culturally sensitive counseling, career theory application, crisis intervention, and program evaluation across the continuum of care for diverse clients in various settings. Graduates will exhibit self-reflection and self-awareness of socially, culturally, and spiritually appropriate skills and practices in professional counseling to competently promote social justice, advocacy efforts, and			will be evaluated by your faculty supervisor regarding your preparedness for endorsement as graduate degree level clinical mental health counselor. Your professionalism, competence, and skills as a professional counselor will be assessed (e.g., cultural competence, self-awareness, clinical skill effectiveness). During each semester of your fieldwork experience, you will be evaluated by your site supervisor regarding your preparedness to join your supervisor as a colleague in the counseling field as a clinical mental health

					minimize barriers for clients and the profession.			counselor. Your professionalism, competence, and skills as a professional counselor will be assessed (e.g., cultural competence, self-awareness, clinical skill effectiveness) in relation to your work with clients at their site under their supervision.

Professional Dispositions

Each Professional Performance Standard is rated on a scale of 0 (poor) to 4 (excellent) as described in the Criteria for Professional Performance Standards Evaluation (**Appendix A in Handbook**). Both informal and formal review will occur for candidate professional disposition. Formal review will be embedded with course experiences that support the development of the counselor professional identity with emphasis on professional responsibilities:

Clinical Mental Health Counseling and School Counseling Programs

- EDCO 501: Foundational Skill Biopsychosocial and Progress Note
- EDCO 502: Developmental Autobiography
- EDCO 503: Self-Reflection Worldview Paper
- EDCO 504: Personal Counseling Theory Integration Paper
- EDCO 505: Scholar-Practitioner Client Assessment, Diagnosis, and Treatment Plan Project, Part 5- Reflection
- EDCO 506: Crisis Counseling Practice, Supervision, and Reflection
- EDCO 507: Cover Letter and Resume/CV for the Counseling Field
- EDCO 508: Group Facilitator Self-Assessment Paper

Clinical Mental Health Counseling (only)

- EDMH 601: Taping Role Plays and Transcript
- EDMH 601: Theory of Change Discussion
- Fieldwork Evaluations

School Counseling (only)

- EDCO 602: School Counseling Program Presentation
- EDCO 602: Taping Role-Plays and Transcript
- Fieldwork Summative Evaluations

Candidates' fulfillment of the ten Professional Performance Standards is reviewed by individual faculty during each course and by the conclusion of each semester by the CCU Counseling Program faculty within the Professional Performance Standards Committee.

(Table from CACREP submission requirements)

Professional Dispositions

Professional Dispositions and Definitions	Method of Assessment	When and Where Assessment Occurs
1. ***Openness to new ideas.*** The candidate solicits ideas and opinions from others, invites constructive feedback, displays an interest in others' perspectives, and strongly incorporates feedback to change one's own behavior. 2. ***Flexibility.*** The candidate shows effort to recognize the changing demands in the professional environment, shows effort to adapt responses and behavior to meet the demands of the changing professional environment, and accepts changes in one's own schedule without resentment. 3. **Culturally Relevant Interpersonal Skills:** Interacts with others in a manner that evidences emotional awareness, emotional control, and mutual respect. Works cooperatively with others (e.g., peers, faculty, supervisors). Clearly communicates ideas and concepts to encourage receptiveness of message. Provides objective feedback with ability to substantiate self in theory and scholarly research. Is willing to embrace client worldview. Seeks to meet the client in the client's here and now with consideration of cultural and developmental sensitivity to support access to services and successful	Faculty are required to assess candidate professional dispositions using the counseling program's Professional Performance for eight (8) core CMHC and SC counseling program courses, five (5) occurrences within the CMHC entry-level program courses, and five (5) occurrences within the SC entry-level program courses. These assignments require the associated course faculty to assess candidate professional dispositions in relation to their performance on this assignment within the course. Professional disposition assessment is not limited to these assignments. If any concern of candidate professional dispositions is displayed throughout their enrollment in the program, associated course faculty, advisor, and/or program director, are responsible to disclose with report to the professional standards committee. Candidate dispositions are also assessed each semester during counseling program meetings.	Faculty are required to assess candidate professional dispositions using the counseling program's Professional Performance Standards throughout the entirety of their program. Some courses and assignments have been pre-identified to support gatekeeping efforts (see methods of assessment). Faculty must complete the evaluation associated with specific course assignments while accounting for the candidate's professional dispositions throughout the course. The faculty will select the score most closely matching the candidate's professional dispositions during the course aligned to the rubric. Clinical Mental Health Counseling and School Counseling Programs • EDCO 501: Foundational Skill Biopsychosocial and Progress Note • EDCO 502: Developmental Autobiography • EDCO 503: Self-Reflection Worldview Paper • EDCO 504: Personal Counseling Theory Integration Paper • EDCO 505: Scholar-Practitioner Client Assessment, Diagnosis, and Treatment Plan Project, Part 5- Reflection • EDCO 506: Crisis Counseling Practice, Supervision, and Reflection • EDCO 507: Cover Letter and

therapeutic experience with therapeutic progression.		Resume/CV for the Counseling Field • EDCO 508: Group Facilitator Self-Assessment Paper
4. ***Willingness to accept and use feedback***. The candidate invites and welcomes all types of feedback from others with a receptive attitude, incorporates supervisory feedback into one's own views and behaviors, and demonstrates a willingness to give and receive supervisory feedback.		**Clinical Mental Health Counseling (only)** • EDMH 601: Taping Role Plays and Transcript • EDMH 601: Theory of Change Discussion • Field experience Evaluations (practicum, internship I, and internship II)
5. ***Self-awareness of own impact on others.*** The candidate demonstrates effort on recognizing how one's own words and actions impact others, initiates and accepts feedback from others regarding the impact of owns words and actions, and incorporates feedback from others into positive behavioral change of own words and actions.		**School Counseling (only)** • EDCO 602: School Counseling Program Presentation • EDCO 602: Taping Role-Plays and Transcript • Field experience Summative Evaluations (practicum, internship I, and internship II)
6. ***Ability to deal with conflict.*** The candidate is consistently willing and able to consider others' point of view, examine one's own role in conflict, open to supervisory critique about one's own role in conflict, and initiates problem-solving efforts in conflicts.		
7. ***Ability to accept personal responsibility.*** The candidate monitors their own level of responsibility in professional performance, invites constructive critique from others and incorporates feedback into professional growth, accepts own mistakes and uses them as an opportunity for self-improvement and		

growth, and rejects blame in favor of self-reflection and examination.		
8. ***Ability to express feelings effectively and appropriately.*** The candidate is consistently able to articulate one's own feelings, shows evidence of acknowledging the feelings of others, expresses feelings in a manner appropriate to the setting, and openly discusses feelings during supervision.		
9. ***Ethical Conduct.*** The candidate maintains clear personal-professional boundaries with clients, demonstrates consistent sensitivity to diversity and inclusion, consistently ensures client safety and well-being, and safeguards the confidentiality of clients.		
10. ***Alignment to the Profession: Initiative and motivation.*** Demonstrates motivation to pursue graduate study in chosen field (i.e. met all attendance requirements and deadlines, regularly participated in class activities, met or exceeded expectations, consistently displayed initiative and creativity in assigned work). Rationale for pursuing chosen field aligns with values and mission of the profession. Goals for professional development are appropriate for the chosen field.		

SSR 3.A Foundational Counseling Curriculum

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	EDCO 500 Professional Counseling Orientation and Ethical Practice	EDCO 501 Counseling Practice and Relationships	EDCO 505 Assessment and Diagnostic Process	Narrative
A.1: history and philosophy of the counseling profession and its specialized practice areas	X			EDCO 500 History Guides the Future Presentation Assignment: Candidates will review the history of how the profession of counseling has developed over time and identify one ethical or legal standard developed to support the improvement of the counseling profession.
A.2: the multiple professional roles and functions of counselors across specialized practice areas	X		X	EDCO 500 Helping Professionals' Scope of Practice Assignment: Candidates are expected to identify the scope of practice of numerous helping professionals and explore their ethical responsibilities using their ethical codes/standards. This assignment will require candidates to complete research to identify the organization providing ethical and legal guidance for the specific helping profession. EDCO 505 Assessment Practice and Professionalism: Throughout the semester, candidates will practice taking and interpreting findings as well as facilitating and interpreting results for hypothetical cases. Consideration of audience receiving report will be examined in addition to within scope of practice and need for referrals for out-of-scope client assessment needs.

A.3: 3. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management	X			EDCO 500 Helping Professionals' Scope of Practice Assignment: After completing research of the varying helping professional roles and their ethical responsibilities, candidates will explore how their role as a helping professional intersects with the other helping professions for (a) collaboration and consultation, (b) community outreach, and (c) emergency response management.
A.4: 4. the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success	X			EDCO 500 Advocacy Project assignment: Candidates will explore a current issue impacting their community and the counseling profession and report about it in relation to their role as a change agent to their classmates. For this assignment, candidates have the option to write a letter or email related to legislative action or participate in an organized mental health community event that focuses on helping an underrepresented population or raises awareness of an issue in their community. Candidates will reflect on the experience they choose.
A.5: 5. the role and process of the professional counselor advocating on behalf of the profession	X			EDCO 500 Advocacy Project assignment: For this assignment, candidates have the option to write a letter or email related to legislative action or participate in an organized mental health community event that focuses on helping an underrepresented population or raises awareness of an issue in their community. Candidates will reflect on the experience, to include, but not limited to, their role, for the option they choose.
A.6: 6. professional counseling organizations, including membership benefits, activities,	X			EDCO 500 Personal Counseling Credentialing Action Plan Assignment: Candidates will examine how a counseling organization's membership can support their professional

services to members, and current issues				goals. and gain understanding of the current labor market.
A.7: 7. professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas	X			EDCO 500 Personal Counseling Credentialing Action Plan Assignment: Candidates will identify their state's organization which guides credentialing for counseling specialty. Candidates will identify the requirements to become and maintain their desired counseling credential: (a) licensed professional counselor or (b) school counselor in their state depending on counseling program enrollment. Exploration concerning parameters of service delivery (e.g., telehealth) will be identified.
A.8: 8. legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas	X			EDCO 500 Personal Counseling Credentialing Action Plan Assignment: Candidates will identify their state board/ credentialing organization's parameters of service delivery (e.g., telehealth) will be identified.
A.9: current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession	X			EDCO 500 Personal Counseling Credentialing Action Plan Assignment: Candidates will identify the current labor market for their desired counseling specialty.
A.10: ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas	X			EDCO 500 Ethical Dilemmas and Counselor Welfare assignment: Candidates identify ethical and legal dilemmas counselors can face with clients in accordance with state law and professional ethical responsibilities as a counselor and integrate ethical decision-making models to resolve specific legal and ethical issues.

| A.11: self-care, self-awareness, and self-evaluation strategies for ethical and effective practice | X | X | X | EDCO 500 Ethical Dilemmas and Counselor Welfare assignment: Candidates articulate the impact of a counselor's personal values on the ability to resolve legal and ethical dilemmas within the counseling profession and develop strategies to address the influence of a counselor's personal values on ethical decision making.
EDCO 501: Counselor Welfare Assignment: Candidates will engage in personal and professional wellness awareness exercises throughout the course. Candidates will reflect on their commitment to their self-care and their current feelings towards their satisfaction with their personal self-care. Candidates will consider what went well for them as well as what was more difficult. As an aspiring future counselor, candidates will examine their ethical obligation to monitor their effectiveness and be mindful of any impairments to safeguard the welfare of clients first and foremost.

EDCO 505 Assessment Practice and Professionalism: Candidates are expected to demonstrate professionalism with facilitation of and interpreting results for hypothetical cases. Professionalism represents a way of being made up of appearance, manner, communication, interacting, attitudes, approach, skills, and openness to grow. |
| A.12: the purpose of and roles within counseling supervision in the profession | X | | | EDCO 500 Ethical Dilemmas Class Examination and Quizzes: Candidates are expected to come prepared to actively research state laws and ethical code/standard application to resolve dilemmas for service delivery across |

				modalities (e.g., face-to-face versus telehealth) when supervised and unsupervised.

SSR 3.B Foundational Counseling Curriculum

SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES

B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES	EDCO 503 Identities and Experiences	CMHC: EDMH 603- Diagnosis and Treatment of Addictions Counseling	SC: EDCO 604 School Counseling Internship I: Elementary	Narrative
B.1: theories and models of multicultural counseling, social justice, and advocacy	X			EDCO 503 Annotated Bibliography assignment: Candidates will research 3 professional, peer-reviewed, journal articles addressing issues related to counseling a subgroup you have chosen to study. This assignment will give you the opportunity to discover how theories of counseling are applied to diverse populations and further developed through empirical research.
B.2: the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews	X			EDCO 503 Culturally sensitive Biopsychosocials/Intakes assignment: Candidates will be required to research cultures and populations unfamiliar to them to support establishing therapeutic rapport with the client.
B.3: the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors	X	CMHC		EDCO 503 Self-Reflection Worldview Paper assignment's purpose is to stimulate self-reflection on one's life experiences, particularly regarding race, gender, class, ability, sexuality, and spirituality. It also seeks to prompt thought about the interrelationships among race, gender, issues of social justice, and class

				(socioeconomic background), and how this influences your clinical work. CMHC EDMH 603 Experiential Project: Candidates will watch films that address issues related to substance use and addictive behavior. Considerations of prevalence within culture should be considered. Students will choose to view 1 film outside of class (with instructor approval) and complete a developmentally and culturally appropriate treatment plan. CMHC EDMH 603 Counseling Demonstrations and Experiential Activities: Candidates will engage in group discussion and exercises including examination of mental health behaviors for cultures.
B.4: the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally	X			EDCO 503 Cultural Immersion Impact assignment: candidates will identify historical and/or current issues impacting culture stereotypes and the effects of stereotypes.
B.5: the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients	X			EDCO 503 Cultural Immersion Impact assignment: candidates will identify historical and/or current issues impacting culture stereotypes and the effects of stereotypes.
B.6: the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness	X			EDCO 503 Self-Reflection Worldview Paper assignment: Candidates will discuss the formative experiences that shaped your beliefs about race, gender, class, ability, and sexuality.
B.7: disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities	X			EDCO 503 Self-Reflection Worldview Paper assignment: Candidates will examine class variances I comparison to other cultures.

B.8: principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship	X		SC	EDCO 503 Cultural Immersion Impact assignment: Candidates will apply guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities. EDCO 604 Individual Case Study: Candidate will identify client current life situation which includes experiences with barriers and resources for mental health services.
B.9: strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	X		SC	EDCO 503 Cultural Immersion Impact assignment: Candidates will highlight advocacy efforts for this culture by highlighting researched strategies to support elimination of barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. EDCO 604 Individual Case Study: Candidate will identify strategies to eliminate and/or decrease hardships related to client experiences with barriers to care. EDCO 604 Special Education Project: Candidates will sit in on a review of an IEP or 504 Plan and examine benefits to the student clients implemented. EDCO 604 Family Session: Candidate will complete and reflect on a family session where the interaction helps a student and a family member with communication, grades, or any other school related issue.
B.10: guidelines developed by professional counseling organizations related to social	X			EDCO 503 Cultural Immersion Impact assignment: Candidates will apply guidelines

					developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities.
B.11: the role of religion and spirituality in clients' and counselors' psychological functioning	X				EDCO 503 Culturally sensitive Biopsychosocials/Intakes assignment: Candidates will practice sessions will focus on accounting for the unique needs of the hypothetical case studies presented. Culturally sensitive skill practice will include application of the foundational skills to support successful completion of thorough biopsychosocial assessments intended to support counselor thorough understanding of their client and their unique experiences.

SSR 3.C Foundational Counseling Curriculum

LIFESPAN DEVELOPMENT

C. LIFESPAN DEVELOPMENT	EDCO 502 Lifespan Development	EDCO 510 Diagnostics of Psychopathology for Counselors	CMHC: EDMH 602- Introduction to Couples and Family Counseling	SC: EDCO 602- Elementary & Secondary School Counseling Strategies	Narrative
C.1: theories of individual and family development across the lifespan	X				EDCO 502 Quizzes will assess candidate understanding of developmental theories. EDCO 502 Trauma Research Paper will apply human development theory.
C.2: theories of cultural identity development	X				EDCO 502 Developmental Autobiography assignment: Part 3 of the assignment includes analysis of cultural implications.

C.3: theories of learning	X			SC	EDCO 502 Adaptive Learning Case Study assignment: Candidates will rationalize learning theory to support continued educational/professional goals for hypothetical client. EDCO 602 Taping Role-Plays and Transcript: Candidates examine learning to support personal growth as a counselor.
C.4: theories of personality and psychological development	X				EDCO 502 Group Development Project: Candidates will work in small groups and present the characteristics of an assigned developmental stage, the results of a literature review on a chosen topic relevant to the developmental stage, and a counseling psychoeducational activity/program to address the chosen topic.
C.5: theories and neurobiological etiology of addictions	X				EDCO 502 quiz assignments: After completing readings concerning addiction experience over the lifespan, candidates will complete a quiz to assess their comprehension of the content.
C.6: structures for affective relationships, bonds, couples, marriages, and families	X		CMHC		EDCO 502 quiz assignments: After completing readings concerning relational dynamics over the lifespan, candidates will complete a quiz to assess their comprehension of the content. EDMH 602 Genogram: Candidates will create a genogram. Relationships will be explored for triangles, coalitions, emotional cutoffs, and enmeshments. Boundaries (open and closed) and subsystems will also be explored and defined with symbols in the genogram.
C.7: models of resilience, optimal development, and wellness in individuals and families across the lifespan	X		CMHC		EDCO 502 Group Development Project: The presentation must include a model of

					coping/resilience specific to the developmental stage. EDMH 602 Genogram: Candidates will explore implications of the client's Genogram for couples or family counseling and theories of individual and family development across the lifespan which would be relevant for application of counseling to support models of resilience, optimal development, and wellness in individuals and families across the lifespan.
C.8: models of psychosocial adjustment and adaptation to illness and disability	X					EDCO 502 Adaptive Learning Case Study assignment: Address models of psychosocial adjustment for the hypothetical client candidate created. Rationalize a learning theory to support continued educational/professional goals.
C.9: the role of sexual development and sexuality related to overall wellness	X					EDCO 502 quiz assignments: After completing readings concerning sexual development over the lifespan, candidates will complete a quiz to assess their comprehension of the content.
C.10: biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	X					EDCO 502 Developmental Autobiography assignment: Choose a period of your own lifespan development (i.e., early childhood, middle childhood, adolescence, etc.) and address significant issues and life events that occurred within biopsychosocial and development. b. Utilizing one or a blend of developmental theories (Piaget/Vygotsky/Erikson etc.) presented in your reading (or not mentioned), the paper will present theoretical context specifically related to this period of personal development.

C.11: systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	X	X			EDCO 502 Adaptive Learning Case Study assignment: Address models of psychosocial adjustment for the hypothetical client candidate created. Candidate is responsible to include appropriateness for their cultural considerations. Rationalize a learning theory to support continued educational/professional goals. EDCO 510 Class Differential Diagnosis and Treatment Planning: Candidates are expected to actively engage in guided practice concerning the process of treatment planning protocol to support the desired outcomes of the presenting hypothetical cases with consideration of client uniqueness. EDCO 510 Online Discussion Posts: Require candidates to examine the whole client in rationalizing best practices. EDCO 510 Psychopharmacology Research Presentation: Requires candidates to critique medication appropriateness for client uniqueness. EDCO 510 Psychopathology Case Study and Diagnosis Paper: Candidates will develop treatment objectives aligned to client's cultural and developmental considerations.
C.12: the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan	X				EDCO 502 Developmental Autobiography assignment: Choose a period of your own lifespan development (i.e., early childhood, middle childhood, adolescence, etc.) and address significant issues and life events that occurred within biopsychosocial and development.

C.13: effects of crises, disasters, stress, grief, and trauma across the lifespan	X				EDCO 502 Trauma Research Paper assignment: This assignment will provide an opportunity to study Erikson's developmental stage theory and explore the potential impact of a trauma topic approved by the instructor on the psychosocial development at a specific stage of development (an age of your choosing). Candidates should complete an APA (7th ed) style paper on your choice of one of Erikson's Psychosocial developmental stages (Trust vs Mistrust, Autonomy vs Shame and Doubt, Initiative vs Guilt, Industry vs Inferiority, Identity vs Role Confusion, Intimacy vs Isolation, Generativity vs Stagnation, Integrity vs Despair) and the potential effects of a selected trauma topic on healthy development (e.g. death of a loved one, sexual abuse, natural disaster, loss of a loved one at an early age). An emphasis in this discussion should include discussion about how specific crisis events play a part in the traumatic event itself and how crisis/trauma triggers are associated with ongoing mental health issues throughout a person's life.

SSR 3.D Foundational Counseling Curriculum

CAREER DEVELOPMENT

D. CAREER DEVELOPMENT	**EDCO 507 Career Development**	CMHC: EDMH 606- Clinical Mental Health Counseling Internship II	SC: EDCO 604 School Counseling Internship I: Elementary	Narrative

D.1: theories and models of career development, counseling, and decision-making	X			EDCO 507 Career Theories Paper: Candidates will evaluate and analyze personal career development using the theoretical perspective of at least three major theorists discussed in class (ex. Holland, Super, Krumboltz, etc.).
D.2: approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors	X			EDCO 507 Career Infographic assignment: Candidates will consider a hypothetical client and their unique needs elated to careers or work that may present as an issue in a counseling context. They will research the topic and create a tangible product (infographic, brochure, etc.) for your classmates to keep which includes counseling implications and recommendations.
D.3: processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems				EDCO 507 Career Infographic assignment: Candidate will research the topic and create a tangible product (infographic, brochure, etc.) for your classmates to keep which includes resources to support their hypothetical client with careers or work that may present as an issue in a counseling context.
D.4: approaches for assessing the conditions of the work environment on clients' life experiences	X			EDCO 507 Final Project: Career and Culture Assignment: Candidates will include recommendations for additional assessment, evaluation, and research tools.
D.5: strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development	X	CMHC		EDCO 507 Career Assessment Reflection: You Take One, Do One assignment: The candidate will familiarize themselves with taking

				and administering career assessments. EDMH 606 Cover Letter/Resume assignment: Candidates will implement strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development.
D.6: career development program planning, organization, implementation, administration, and evaluation	X			EDCO 507 Final Project: Career and Culture Assignment: Candidates will develop a Career Action Plan, which identifies next steps, suggests client homework, and appropriate goals.
D.7: developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities	X			EDCO 507 Final Project: Career and Culture Assignment: Candidates will examine hypothetical client multiple complexities and identities different from your own (age, developmental disabilities, acquired disabilities, religion, ethnicity, sexual orientation, socioeconomic status, indigenous group membership, national, and gender) and rationalize evidence-based practice.
D.8: strategies for advocating for employment support for individuals facing barriers in the workplace	X			EDCO 507 Career Infographic assignment: Candidates will identify advocate role when a client presents with career or work related issues.
D.9: strategies for facilitating client skill development for career, educational, and life-work planning and management	X		SC	EDCO 507 Final Project: Career and Culture Assignment: Candidates will apply Super, Krumboltz, and any other theories which might be relevant to the interviewee and give

				evidence to support your suggestions. EDCO 604 Individual Case Study: Candidate will identify strategies to support student client success. EDCO 604 Special Education Project: Candidates will sit in on a review of an IEP or 504 Plan and examine benefits to the student clients implemented. EDCO 604 Family Session: Candidate will complete and reflect on a family session where the interaction helps a student and a family member with communication, grades, or any other school related issue.
D.10: career and postsecondary training readiness and educational decision-making	X			EDCO 507 Final Project: Career and Culture Assignment: Candidates will discuss the interviewees education and/or work experience, mental health considerations, counseling experiences, recreational and leisure interests and activities, and strengths/obstacles related to work.
D.11: strategies for improving access to educational and occupational opportunities for people from marginalized groups	X		SC	EDCO 507 Quiz assignment: Candidates will assess their knowledge of securing educational and work-related opportunities with accounting for cultural implications.

				EDCO 604 Individual Case Study: Candidate will identify strategies to eliminate and/or decrease hardships related to student client experiences with barriers to success.

EDCO 604 Special Education Project: Candidates will sit in on a review of an IEP or 504 Plan and examine benefits to the student clients implemented.

EDCO 604 Family Session: Candidate will complete and reflect on a family session where the interaction helps a student and a family member with communication, grades, or any other school related issue. |
| **D.12:** ethical and legal issues relevant to career development and career counseling | X | | | | EDCO 507 Quizzes: Quizzes are intended to prepare candidates for success with navigating ethical and legal issues associated with educational and career counseling. Questions are intended to mimic credentialing exams (e.g. National Counselor Exam (NCE) and the National Clinical Mental Health Counselor Exam (NCMHCE) for clinical mental health counselors; Praxis and National Certified School Counselor [NCSC] for school counselors). |

SSR 3.E Foundational Counseling Curriculum

COUNSELING PRACTICE AND RELATIONSHIPS

E. COUNSELING PRACTICE AND RELATIONSHIPS	EDCO 501: Counseling Practice and Relationships	EDCO 504 Counseling Theories and Applications	EDCO 505 Assessment and Diagnostic Process	EDCO 506 Trauma-Informed Care and Crisis Intervention Counseling	EDCO 510 Diagnostics of Psychopathology for Counselors	CMHC: EDMH 601- Advanced Counseling Techniques and Strategies	SC: EDCO 602 Elementary & Secondary School Counseling Strategies	Narrative
E.1: theories and models of counseling, including relevance to clients from diverse cultural backgrounds		X	X		X	CMHC	SC	EDCO 504 Counseling Theory Discussion assignment: Each Forum post must be comprised of specific theory related content to address the content/ concepts regarding the theory, view of human nature, and alignment with cultures. EDCO 505 Scholar-Practitioner Client Assessment, Diagnosis, and Treatment Plan Project: Candidate will substantiate theoretical fit with client. EDCO 510 Psychopathology Case

									Study and Diagnosis Paper assignment: Candidates will substantiate theoretical approach fit for uniqueness of client and diagnosis. EDMH 601and EDCO 602 Taping Role Plays and Transcript: Candidates are expected to demonstrate ability to understand client's problem integrating cultural, historical, developmental and contextual elements to design a counseling plan to work with the client, and articulate case from a theoretical perspective. EDMH 601 Theory of Change Discussion: Candidates will identify theoretical orientation alignment with view of human nature concerning the change process.
E.2: critical thinking and reasoning strategies for clinical	X		X				CMHC	SC	EDCO 501 Foundational Counseling Skills

| judgment in the counseling process | | | | | | | | Practice Assignment: During class sessions, candidates will be required to practice foundational counseling skills with hypothetical clients both in role play and in written form. For each counseling practice session role-play, candidates will have the opportunity to act in the role of counselor, client, and observer. After each session, candidates will be required to submit an example of the skill practiced that session in written format with a personal reflection of what went well, where they see an area of growth for themselves, and a plan to continue to develop this skill.

EDC 505 Scholar-Practitioner Client Assessment, Diagnosis, and Treatment Plan Project: Candidates will substantiate |
|---|---|---|---|---|---|---|---|---|

								appropriate strategies for client. EDMH 601and EDCO 602 Taping Role Plays and Transcript: Candidates will demonstrate ability to discern effectiveness and consider alternative modes to improve client's therapuetic progression.
E.3: case conceptualization skills using a variety of models and approaches		X						EDCO 504 Theory Skill Practice and Supervision assignment: During the course, candidates will participate in numerous practice sessions applying various theoretical skills.
E.4: consultation models and strategies		X						EDCO 504 Theory Skill Practice and Supervision assignment: Candidates will have the opportunity to act in the role of counselor, client, and observer to support understanding of the theoretical process for numerous theoretical

								orientations. The observer acts in the role as consultant for their peer counselor in the role play practice.
E.5: application of technology related to counseling	**X**	X				CMHC	SC	EDCO 501 Informed Consent and Technology assignment: Candidates will create their own informed consent document you can utilize for your fieldwork experience. They will record themselves having their first session with a hypothetical client in which they are verbally reviewing the informed consent with them. They will submit a 2-3-page reflection on this experience to include examination of the informed consent process, use of foundational skills in conducting the session and the experience of technology related to counseling.

								EDCO 504 Theory Skill Practice and Supervision assignment: Candidates will reflect on application of technology related to counseling (e.g., complete as a telehealth session, recorded with face-to-face session) EDMH 601 and EDCO 602 Telehealth Training: Candidates will complete telehealth training to prepare counselors-in-training to provide virtual counseling experiences for their clients.
E.6: ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities	**X**					CMHC	SC	EDCO 501 Foundational Counseling Skills Practice Assignment: Candidates will receive feedback throughout their practice and a formal mid-semester supervision session. Candidate will meet with their course instructor for

								supervision to discuss their progress and skill development regarding their work in your role of counselor. EDCO 501 Informed Consent and Technology assignment: Candidates will create their own informed consent document you can utilize for your fieldwork experience. They will record themselves having their first session with a hypothetical client in which they are verbally reviewing the informed consent with them. They will submit a 2-3-page reflection on this experience to include examination of the informed consent process, use of foundational skills in conducting the session and the experience of technology related to counseling.

									EDMH 601 and EDCO 602: Telehealth training: Candidates will complete telehealth training to address the ethical and legal implications of virtual counseling.
E.7: culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities	X	X	X				CMHC	SC	EDCO 501 Foundational Skill Biopsychosocial and Progress Note assignment: Candidates are expected to address aspects of cultural identity often relevant to the counseling process (e.g., race, gender, age, class) and invite a discussion with the "client" regarding the impact of identity match or difference during counseling. This assignment's purpose is to formally practice broaching skills and identify areas of growth to become a multiculturally competent and responsive counselor.

								EDCO 504 Counseling Theory Presentation and Skill Demonstration assignment: Candidates will address how the model is culturally responsive in supporting client 's worldview of wellness. EDCO 505 Scholar-Practitioner Client Assessment, Diagnosis, and Treatment Plan Project: Candidates will substantiate approach fit for client. EDMH 601 and EDCO 602 Telehealth Training: Candidates will complete telehealth training to align with desired counseling setting and account for diverse client capabilities and needs. EDMH 601and EDCO 602 Taping Role Plays and Transcript: Candidates will examine best practices

								to support client therapuetic success with accounting for uniqueness of the client.
E.8: counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships	**X**	X				CMHC	SC	EDCO 501 Foundational Skill Biopsychosocial and Progress Note assignment: Part 2 of the assignment has candidates analyze their recording to identify areas of strength and areas in need of growth. Candidates will identify a minimum of 10 foundational skills used throughout the intake session. Each skill will be examined for effectiveness with the client. If an alternative strategy would have been more effective, this will be identified, and rationale will be provided. Candidates are not expected to be experts during this experience but are required to reflect on the process to support counselor skill growth.

								Candidates will also complete at least a two-page reflection of their experience with this hypothetical client: (a) counselor competence, (b) client-counselor match, (c) transference, and (d) countertransference. EDCO 504 Personal Counseling Theory Integration Paper assignment: Candidates will reflect upon the course content as well as your theory skill practice sessions and supervision experienced and substantiate their personal theoretical orientation with accounting for counselor role implications. EDMH 601and EDCO 602 Taping Role Plays and Transcript: Candidates will participate in reflection of personal impact on

								client therapuetic progression. EDMH 601 and EDCO 602 Telehealth Training: Candidates will examine their role within a telehealth counseling setting to support client therapuetic progression.
E.9: interviewing, attending, and listening skills in the counseling process	**X**	X				CMHC	SC	EDCO 501 Foundational Counseling Skills Practice assignment: During class sessions, candidates will be required to practice foundational counseling skills with hypothetical clients both in role play and in written form. EDCO 501 Foundational Skill Biopsychosocial and Progress Note assignment: Candidates will work with a partner to record yourself in the role of counselor conducting a hypothetical client

								biopsychosocial/intake session EDCO 504 Theory Skill Practice and Supervision assignment: Using the thinking and terminology of the particular theory of therapy, candidates will discuss the major themes/patterns they noticed through the lens of this approach concerning counseling skill implementation. EDMH 601and EDCO 602 Taping Role Plays and Transcript: Candidates will assess role of and effectiveness with foundational skills for client therapuetic progression.
E.10: counseling strategies and techniques used to facilitate the client change process	**X**	X	X		X	CMHC	SC	EDCO 501 Clients Readiness to Change assignment: Candidates will create a hypothetical client case. and identify where the client is on the readiness to change continuum. Candidates

| | | | | | | | | will complete a biopsychical for their hypothetical client. Considering the unique needs of the client, you will identify barriers and supports for the client to progress with change. Candidates will also explore their role in facilitating change for the client.

EDCO 504 Theory Skill Practice and Supervision assignment: Candidates will examine what interventions they tried and their outcomes.

EDCO 504 Counseling Theory Presentation and Skill Demonstration assignment: Candidates will explain how the theory identifies how people hurt and how people change.

EDCO 505 Scholar-Practitioner Client |
|---|---|---|---|---|---|---|---|---|

								Assessment, Diagnosis, and Treatment Plan Project: Identify how change will be measured. EDCO 510 Psychopathology Case Study and Diagnosis Paper assignment: Treatment interventions are provided with rationale. EDMH 601and EDCO 602 Taping Role Plays and Transcript: Candidates will evidence best practices to support client therapuetic progression.
E.11: strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences		X	X		X	CMHC	SC	EDCO 504 Theory Skill Practice and Supervision assignment: Candidates will examine the effects of cultural influences observed to impact this session. EDCO 504 Counseling Theory Presentation

								and Skill Demonstration assignment: Candidates will address how the model is culturally responsive in supporting client 's worldview of wellness. EDCO 505 Scholar-Practitioner Client Assessment, Diagnosis, and Treatment Plan Project: Account for unique client considerations with empirical evidence for effectiveness. EDCO 510 Psychopathology Case Study and Diagnosis Paper assignment: Candidates create and substantiate a treatment appropriate for unique client. EDMH 601and EDCO 602 Taping Role Plays and Transcript: Candidates will substantiate alignment

								of approach for the client. EDCO 602 Classroom Guidance Activity and Lesson Plan: Candidates will rationalize the choice of topic with consideration of the student population. EDCO 602 School Counseling Program Presentation: Candidates will analyze program's alignment/appropriateness for the school's needs (i.e., strengths, weaknesses, cultural relevance, ethical, and legal implications, feasibility of delivery to be considered.)
E.12: goal consensus and collaborative decision-making in the counseling process		X	X		X	CMHC	SC	EDCO 504 Counseling Theory Presentation and Skill Demonstration assignment: Candidates will identify key interventions for the theory and their intended purpose.

								EDCO 505 Scholar-Practitioner Client Assessment, Diagnosis, and Treatment Plan Project: Examine client role in treatment planning process. EDCO 510 Psychopathology Case Study and Diagnosis Paper assignment: Candidates will match the treatment objectives to the client's desired outcomes. EDMH 601and EDCO 602 Taping Role Plays and Transcript: Candidates will examine client role in treatment planning.
E.13: developmentally relevant and culturally sustaining counseling treatment or intervention plans			X		x			EDCO 505 Scholar-Practitioner Client Assessment, Diagnosis, and Treatment Plan Project: Develop treatment plan goals supportive of client success.

								EDCO 510 Class Differential Diagnosis and Treatment Planning: Candidates will experience guided practice concerning the process of differential diagnosis while considering the uniqueness of each client to substantiate best practice with treatment. EDCO 510 Psychopharmacology Research Presentation assignment: Candidates will examine developmental and culturally appropriate medication management within the treatment plan. EDCO 510 Psychopathology Case Study and Diagnosis Paper assignment: Candidates rationalize intervention effectiveness for specific client considerations.

E.14: development of measurable outcomes for clients			X				SC	EDCO 505 Scholar-Practitioner Client Assessment, Diagnosis, and Treatment Plan Project: develop SMART goals within the treatment plan. EDCO 510 Psychopathology Case Study and Diagnosis Paper assignment: Candidates develop measurable treatment goals for the client. EDCO 602 Classroom Guidance Activity and Lesson Plan: Candidates will develop student outcomes related to their topic accounting for student capability for the activity.
E.15: evidence-based counseling strategies and techniques for prevention and intervention		X	X		X			EDCO 504 Counseling Theory Presentation and Skill Demonstration assignment: Candidates will explain how the theory was created and with what purpose. Examination of how

								the interventions support the purpose occurs.
								EDCO 505 Scholar-Practitioner Client Assessment, Diagnosis, and Treatment Plan Project: substantiate the effectiveness with the prevalence of the population.
								EDCO 510 Psychopathology Case Study and Diagnosis Paper assignment: Candidate explains appropriate application of psychodynamic techniques and practices for the diagnosis presented, and supports this explanation with evidence from scholarly literature.
								EDMH 601 Taping Role Plays and Transcript: Candidates will provide rationale

								for approach with the client supporting therapeutic success.
E.16: record-keeping and documentation skills	X					CMHC	SC	EDCO 501 Clients Readiness to Change assignment- Part 4: Based on the intake, candidates will create a progress note (e.g., SOAP, DAP, BIP, BIRP) to document their session with their hypothetical client session. EDMH 601 and EDCO 602 Telehealth Training: Candidates will examine implications related to documentation for telehealth.
E.17: principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources	X							EDCO 501 Clients Readiness to Change assignment- Part 4: Candidates will be expected to identify a minimum of one possible referral and provide rationale for supporting client empowerment and wellness.
E.18: classification, effects, and indications of commonly				X				EDCO 510 Psychopharmacology Research Presentation

prescribed psychopharmacological medications							assignment: Candidates will examine medication management options to treat diagnosis with consideration of strengths and weaknesses. EDCO 510 Psychopathology Case Study and Diagnosis Paper assignment: Candidates will examine c<u>ommonly prescribed psychopharmacological medication supportive of treatment goals if needed/desired (e.g. classification, effects, purpose).</u>
E.19: suicide prevention and response models and strategies			X				EDCO 506Crisis/Trauma Counseling Practice, Supervision, and Reflection: Candidates will complete real-time practice of hypothetical clients presenting with trauma and/or in crisis. Candidates will learn to differentiate the symptomology and select appropriate

| | | | | | | | | assessments to discern the symptomology experienced by clients. Formal and informal assessments will be administered (e.g. non-suicidal injury, SLAP). Ethical and legal implications will be examined concerning the case. Scopes of practice will be explored (e.g. CMHC/SC) along with continuum of care implications (e.g. referrals, follow-up, after-care) for school and community settings.

EDCO 506 Suicide Training: Candidates will complete Suicide Training and reflect on the content for application in their desired counseling role.

EDCO 506 Mental Health Crisis/Trauma Responder Interview: Candidates will conduct an interview with a mental health |
|---|---|---|---|---|---|---|---|---|

							provider who works with clients who have experienced trauma. Candidates will seek understanding of the approach and its effectiveness with the interviewee uses with their clients.
E.20: crisis intervention, trauma-informed, community-based, and disaster mental health strategies				X				EDCO 506 Crisis/Trauma Counseling Practice, Supervision, and Reflection: Students will gain experience transitioning from traditional counseling sessions to assessment mode for supporting client stabilization with hypothetical clients. EDCO 506 Mental Health Crisis/Trauma Responder Interview: Candidates will conduct an interview with a mental health provider who works with clients who have experienced trauma. Candidates will seek understanding of the rationale concerning

							the strategies' used at the site.
E.21: processes for developing a personal model of counseling grounded in theory and research		X				CMHC		EDCO 504 Personal Counseling Theory Integration Paper: This paper should be comprehensive and address the candidate's 1) philosophy of humanity and how individuals and/or systems change, 2) theory(ies) of counseling, 3) goals as a counselor, 4) techniques to facilitate obtaining goals and corresponding theoretical justification, 5) a philosophy for counseling diverse clients, 6) personal and professional qualities that may add to or detract from one's effectiveness as a counselor, and 7) plans for future growth. EDMH 601 Theory of Change Discussion: Candidates will how their view of human

							nature impacts their theoretical orienation .

SSR 3.F Foundational Counseling Curriculum

GROUP COUNSELING AND GROUP WORK

F. GROUP COUNSELING AND GROUP WORK	EDCO 508 Group Counseling and Group Work	CMHC: EDMH 606- Clinical Mental Health Counseling Internship II	SC: EDCO 604 School Counseling Internship I: Elementary	Narrative
F.1: theoretical foundations of group counseling and group work	X	CMHC	SC	EDCO 508 Group Proposal assignment: Candidates will identify the Theoretical Orientation and Developmental Theory of their proposed group. EDCO 508 Novel or Video Reflection: Candidates will highlight examples of the group theoretical orientation applied. EDMH 606 Group Summary Paper assignment: Candidates will assess personal use of theory with group work. EDCO 604 Group Summary Paper assignment: Candidates will assess personal use of theory with group work.
F.2: dynamics associated with group process and development	X	CMHC	SC	EDCO 508 Group Proposal assignment: Candidates will identify group facilitator and member roles.

				EDCO 508 Novel or Video Reflection: Candidates will highlight examples of the group development and norms established. EDMH 606 Group Summary Paper assignment: Candidates will process their personal group dynamics of a group they facilitated. EDCO 604 Group Summary Paper assignment: Candidates will process their personal group dynamics of a group they facilitated.
F.3: therapeutic factors of group work and how they contribute to group effectiveness	X	CMHC	SC	EDCO 508 Group Proposal assignment: Candidates will identify group ground rules to support effective working environment and explain potential resistant/challenging issues given the type of group and age of the clients as well as identify strategies that you might use to address these resistant/challenging clients. EDCO 508 Novel or Video Reflection: Candidates will highlight examples of the therapuetic factor effectiveness with the group. EDMH 606 Group Summary Paper assignment: Candidates will identify the effectiveness of the group in respect to purpose. EDCO 604 Group Summary Paper assignment: Candidates will identify the effectiveness of the group in respect to purpose.

F.4: characteristics and functions of effective group leaders	X	CMHC	SC	EDCO 508 Group Proposal assignment: Candidates will identify group leader/facilitator skills – discuss the skills the leader should have to facilitate this group EDCO 508 Novel or Video Reflection: Candidates will highlight group facilitator roles and responsibilities. EDCO 508 Group Facilitator Self-Assessment Paper assignment: Candidates will examine personal effectiveness as a group leader. EDMH 606 Group Summary Paper assignment: Candidates will assess their functionality and abilities as a group leader. EDCO 604 Group Summary Paper assignment: Candidates will assess their functionality and abilities as a group leader.
F.5: approaches to group formation, including recruiting, screening, and selecting members	X	CMHC	SC	EDCO 508 Group Proposal assignment: Candidates will identify pre-group ethical activities. EDMH 606 Group Summary Paper assignment: Candidates will detail the development practices of their group. EDCO 604 Group Summary Paper assignment: Candidates will detail the development practices of their group.
F.6: application of technology related to group counseling and group work	X	CMHC	SC	EDCO 508 Group Proposal assignment: Candidates will examine group modality implications.

				EDMH 606 Group Summary Paper assignment: Candidates will assess technological implications related to their group work. EDCO 604 Group Summary Paper assignment: Candidates will assess technological implications related to their group work.
F.7: types of groups, settings, and other considerations that affect conducting groups	X	CMHC	SC	EDCO 508 Group Proposal assignment: Candidates will examine group development implications on the group (e.g., setting and type). EDCO 508 Novel or Video Reflection: Candidates will examine the group watched/read about. EDCO 508 Group Facilitator Self-Assessment Paper assignment: Candidates will examine group dynamics from leader's lens for analysis of what went well and what needs improvement to support effective conduction of this specific group. EDMH 606 Group Summary Paper assignment: Candidates will assess constraints that impact conducting a group. EDCO 604 Group Summary Paper assignment: Candidates will assess constraints that impact conducting a group.
F.8: culturally sustaining and developmentally responsive strategies for designing and facilitating groups	X	CMHC	SC	EDCO 508 Group Proposal assignment: Candidates will identify a potential theory that you would use in their group while

				substantiating appropriateness for group members. EDMH 606 Group Summary Paper assignment: Candidates will examine benefits to the clients accounting for their uniqueness. EDCO 604 Group Summary Paper assignment: Candidates will examine benefits to the clients accounting for their uniqueness.
F.9: ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities	X	CMHC	SC	EDCO 508 Group Proposal assignment: Candidates will discuss any ethical [utilizing the ACA 2014 code of ethics] and multicultural issues that may arise or need to be considered for your group. EDMH 606 Group Summary Paper assignment: Candidates will examine ethical and legal implications related to their group implementation. EDCO 604 Group Summary Paper assignment: Candidates will examine ethical and legal implications related to their group implementation.
F.10: direct experiences in which counseling 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	X			EDCO 508 Group Counseling Experience: Candidates will will engage in processing groups in the role of group member (multiple times). EDCO 508 Group Proposal assignment: Candidates will identify learning applied to this proposal from with their direct experience as a group member during this course.

							EDCO 508 Group Facilitator Self-Assessment Paper assignment: Candidates have the opportunity to reflect upon and describe a significant moment in their group experience as a member where they could have done something different than they did.

SSR 3.G Foundational Counseling Curriculum

ASSESSMENT AND DIAGNOSTIC PROCESSES

G. ASSESSMENT AND DIAGNOSTIC PROCESSES	EDCO 500 Professional Counseling Orientation and Ethical Practice	EDCO 505 Assessment and Diagnostic Process	EDCO 506 Trauma-Informed Care and Crisis Intervention Counseling	EDCO 510 Diagnostics of Psychopathology for Counselors	CMHC: EDMH 605-Clinical Mental Health Counseling Internship I	SC Course: EDCO 604 School Counseling Internship I: Elementary	Narrative
G.1: historical perspectives concerning the nature and meaning of assessment and testing in counseling		X					EDCO 505 Midterm Examination includes examination of counseling assessment purpose and evolvement.
G.2: basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments		X					EDCO 505 Diagnostic Reports assignment: introduces various assessments in detail. EDCO 505 Scholar-Practitioner Client Assessment, Diagnosis, and Treatment Plan Project assignment: requires candidates to thoroughly examine selected

						assessment applied to hypothetical client.
G.3: statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations		X					EDCO 505 Diagnostic Reports assignment: Candidates will report the test construct, content, and effectiveness of the assessment. EDCO 505 Scholar-Practitioner Client Assessment, Diagnosis, and Treatment Plan Project assignment: Candidates will report the test construct, content, and effectiveness of the assessment.
G.4: reliability and validity in the use of assessments		X					EDCO 505 Diagnostic Reports assignment: Candidates will report the quality and usefulness of the test. EDCO 505 Scholar-Practitioner Client Assessment, Diagnosis, and Treatment Plan Project assignment: Candidates will report the quality and usefulness of the test.
G.5: culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual		X		X	CMHC	SC	EDCO 505 Diagnostic Reports assignment: Candidates will discuss the multicultural considerations related to the assessment. EDCO 505 Scholar-Practitioner Client Assessment, Diagnosis,

accommodations and environmental modifications						and Treatment Plan Project assignment: Candidates will report the multicultural considerations related to the assessment. EDCO 510 Online Discussion Posts: Candidates will examine all intricacies related to assessment practice considering fit for client. EDCO 510 Psychopathology Case Study and Diagnosis Paper assignment: Candidate analyzes effectiveness of the selected assessment tool for client based on measurement constructs with support from the scholarly literature. SC EDCO 604 Individual Case Study: Present case conceptualization accounting for client unique background. CMHC EDMH 605 Case Conceptualization Presentation and Session Analysis: Present case conceptualization accounting for client unique background.
G.6: ethical and legal considerations for selecting,		X		X			EDCO 505 Scholar-Practitioner Client Assessment, Diagnosis,

administering, and interpreting assessments							and Treatment Plan Project assignment: Candidates will examine the ethical and legal implications related to the assessment use. EDCO 510 Online Discussion Posts: Candidates will examine ethical and legal implications of use with assessments in counseling. EDCO 510 Psychopathology Case Study and Diagnosis Paper assignment: Candidate will examine assessment techniques used to reach diagnostic conclusion appropriate for desired future counseling population with substantiation of ethical and legal implications.
G.7: use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes		X		X	CMHC	SC	EDCO 505 Scholar-Practitioner Client Assessment, Diagnosis, and Treatment Plan Project assignment: Candidates will substantiate fit if assessment use with client populations. EDCO 510 Class Differential Diagnosis and Treatment Planning: Candidates will be guided with use of assessments with consideration of the uniqueness of each client.

							EDCO 510 Online Discussion Posts: Candidates will examine how assessments inform diagnosis and treatment planning while considering the uniqueness of the client. EDCO 510 Psychopathology Case Study and Diagnosis Paper: Candidates will substantiate assessment use and treatment plan development with client's unique cultural and developmental considerations. CMHC EDMH 605 Case Conceptualization Presentation and Session Analysis: Substantiate case conceptualization with selection of appropriate assessment to account for client uniqueness to inform diagnosis and treatment planning. SC EDCO 604 Individual Case Study: Substantiate case conceptualization with selection of appropriate assessment to account for client uniqueness to inform diagnosis and treatment planning.
G.8: use of assessments in academic/educational, career, personal,		X		X	CMHC	SC	EDCO 505 Assessment Practice and Professionalism assignment:

and social development						Candidates will examine assessment purpose. EDCO 510 Online Discussion Posts: Candidates will identify v. Candidates will identify what assessments measure, how to select the appropriate assessment and how to implement. EDCO 510 Psychopathology Case Study and Diagnosis Paper: Candidates will use assessments to complete this assignment. CMHC EDMH 605 Case Conceptualization Presentation and Session Analysis: Substantiate appropriate selection of assessment. SC EDCO 604 Individual Case Study: Substantiate appropriate selection of assessment.
G.9: use of environmental assessments and systematic behavioral observations		X		X			EDCO 505 Assessment Practice and Professionalism assignment: Candidates will examine assessment purpose. EDCO 510 Class Differential Diagnosis and Treatment Planning: Candidates will practice implementation of assessments.

							EDCO 510 Online Discussion Posts: Candidates will identify when assessments are needed concerning client's behaviors and environment. Candidates will identify how to implement these assessments. EDCO 510 Psychopathology Case Study and Diagnosis Paper: Candidates will use assessments to complete this assignment.
G.10: use of structured interviewing, symptom checklists, and personality and psychological testing		X					EDCO 505 Assessment Practice and Professionalism assignment: Candidates will examine assessment purpose.
G.11: diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems		X		X			EDCO 505 Scholar-Practitioner Client Assessment, Diagnosis, and Treatment Plan Project assignment: Candidates will present the diagnostic criteria for their client and examine alternative diagnosis considerations. EDCO 510 Class Differential Diagnosis and Treatment Planning: Candidates will be guided in the differential diagnosis process. EDCO 510 Online Discussion Posts: Candidates will identify how assessments support the differential diagnosis process.

							EDCO 510 Psychopathology Case Study and Diagnosis Paper: Candidates will utilize decision trees substantiate diagnosis. CMHC EDMH 605 Case Conceptualization Presentation and Session Analysis: Complete differential diagnosis for client.
G.12: procedures to identify substance use, addictions, and co-occurring conditions				X			EDCO 510 Class Differential Diagnosis and Treatment Planning: candidates will be guided with assessments used with assess symptoms associated with addiction, substance use, and co-occurring. EDCO 510 Online Discussion Posts: Candidates will identify assessments to determine client substance use, misuse, and abuse behaviors. Candidates will identify assessments to examine co-occurring disorders. EDCO 510 Psychopathology Case Study and Diagnosis Paper: Candidates will utilize differential diagnosis six-steps to identify if symptoms are substance related.
G.13: procedures for assessing and responding to risk of aggression or danger to others, self-			X				EDCO 506 Crisis/Trauma Counseling Practice, Supervision, and Reflection: Candidates will complete real-

inflicted harm, and suicide							time practice of hypothetical clients presenting in crisis. Formal and informal assessments will be administered (e.g. non-suicidal injury, SLAP). EDCO 506 Quizzes: Candidates will assess knowledge appropriate procedures to assess client risk to self or others. EDCO 506 Suicide Training: Candidates will complete suicide training. EDCO 506 Mental Health Crisis Responder Interview: Candidates will interview mental health providers concerning how they navigate working with clients experiencing crisis.
G.14: procedures for assessing clients' experience of trauma			X				EDCO 506 Crisis/Trauma Counseling Practice, Supervision, and Reflection: Candidates will gain experience transitioning from traditional counseling sessions to assessment mode for assessing client experience with trauma. EDCO 506 Quizzes: Candidates will assess knowledge of trauma assessment. EDCO 506 Psychological First Aid (PFA Online Training and

						Self-Reflection: Candidates will complete the Psychological First Aid Training or Trauma-Focused CBT. EDCO 506 Mental Health Crisis Responder Interview: Candidates will interview mental health providers concerning how they navigate working with clients experiencing trauma.
G.15: procedures for identifying and reporting signs of abuse and neglect	X		X			EDCO 500: South Carolina Mandated Reporter Training: Candidates will complete the South Carolina Mandated Reporter Training (https://dss.sc.gov/child-well-being/mandated-reporters/) and submit the certificate of completion in the associated assignment area. EDCO 506 Crisis/Trauma Counseling Practice, Supervision, and Reflection: Scope of practice will be explored (e.g. CMHC/SC) along with continuum of care implications (e.g. referrals, follow-up, after-care) for school and community settings. EDCO 506 Quizzes: Candidates will assess knowledge of their role of clients presenting with signs of abuse and neglect.

							EDCO 506 Mental Health Crisis Responder Interview: Candidates will interview mental health providers concerning how they navigate scope of practice reporting requirements.
G.16: procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders				X			EDCO 510 Class Differential Diagnosis and Treatment Planning: candidates are guided with assessments to understand client experience with symptomology and the severity considering their uniqueness. EDCO 510 Online Discussion Posts: Candidates will examine how clients assessments may be impacted by uniqueness to include identification of protective and risk factors. EDCO 510 Psychopathology Case Study and Diagnosis Paper: Candidates will utilize assessments to identify client characteristics needed for considerations with experience of symptomology for diagnosis.
G.17: procedures for using assessment results for referral and consultation		X					EDCO 505 Assessment Practice and Professionalism: Candidates will actively participate in examination of procedures for using assessment results for referral and consultation.

| | | | | | | EDCO 505 Diagnostic Reports: Candidates will rationalize when assessment results require other professional(s) involvement to support the success of the client.

EDCO 505 Scholar-Practitioner Client Assessment, Diagnosis, and Treatment Plan Project: Candidates will discern when client needs are out of their scope of practice and require other and/or additional supports. |
| | | | | | | |

SSR 3.H Foundational Counseling Curriculum

RESEARCH AND PROGRAM EVALUATION

H. RESEARCH AND PROGRAM EVALUATION	EDCO 509 Research and Program Evaluation	EDMH 606- Clinical Mental Health Counseling Internship II	EDCO 605 School Counseling Internship II: Secondary	Narrative
H.1: the importance of research in advancing the counseling profession, including the use of research to inform counseling practice	X			EDCO 509 Research Project: Candidates will present research relevant to the counseling profession to support best practices.

EDCO 509 Journal article critique: Critiques will address the relevance of research to the counseling profession. |
| H.2: identification and evaluation of the evidence base for counseling theories, interventions, and practices | X | | SC | EDCO 509 Journal article critique: Critiques will address the relevance and applicability of this article to inform counseling practice. |

				EDCO 509 Evidence-Based Topic Literature Review: Candidates will complete a literature review examining an original topic of interest in counseling. EDCO 606 Individual Case Study Presentation: Candidates will evaluate effective approaches that align with the uniqueness of their clients and their symptomology for analysis of fit with their client.
H.3: qualitative, quantitative, and mixed methods research designs	X			EDCO 509 Research Project: Candidates will introduce research purpose, questions, and design are mutually supportive and coherent. EDCO 509 Journal article critique: Critiques will address methodology used in research to inform outcomes.
H.4: practice-based and action research methods	X			EDCO 509 Research Project: Candidates will present procedures that generate valid and reliable data to support counseling advancement. EDCO 509 Journal article critique: Critiques will address outcomes of the research to support the profession.
H.5: statistical tests used in conducting research and program evaluation	X			EDCO 509 Research Project: Candidates will substantiate appropriate data collection measures. EDCO 509 Journal article critique: Critiques will address how the research was conducted.
H.6: analysis and use of data in research	X	CMHC		EDCO 509 Research Project: Candidates will substantiate appropriate data analysis procedures. EDCO 509 Journal article critique: Critiques will address the data collected and the purpose of analysis. EDMH 606 Case Conceptualization Presentation and Session Analysis: Candidates will complete research to rationalize best practices with their unique clients

				and their symptomology to support development of an evidence-based treatment plan.
H.7: use of research methods and procedures to evaluate counseling interventions	X	CMHC	SC	EDCO 509 Research Project: Candidates will substantiate methodology to assess research interventions. EDCO 509 Journal article critique: Critiques will address how the results implicate counseling best practices. EDMH 606 Case Conceptualization Presentation and Session Analysis: Candidates will complete research to evaluate appropriate interventions to support client success with goal attainment. EDCO 605 Individual Case Study Presentation: Candidates will complete research to evaluate appropriate interventions to support student client success with goal attainment.
H.8: program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy	X			EDCO 509 Research Project: Candidates will examine how results will impact future considerations in the counseling field.
H.9: culturally sustaining and developmentally relevant outcome measures for counseling services	X			EDCO 509 Research Project: Candidates will analyze cultural implications of results.
H.10: ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation	X			EDCO 509 Research Project: Candidate asks a question about a specific situation or problem/topic requiring analyzation, synthesize, and/or evaluation accounting for ethical and legal parameters.

				EDCO 509 CITI Training: Candidates will complete the online CITI training for research with human subjects. This training provides ethical training for researchers conducting, or planning to conduct, biomedical or social-behavioral-educational human subjects research.
H.11: culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation	X			EDCO 509 Research Project: Candidates will present research Information In an organized, clear, and logical way supportive of audience understanding.

B5. Planned use of assessment results to improve candidate and program performance.

The Counselor Education program will analyze data each semester to assess student performance and needed changes for coursework. Data from the Praxis II exam and key assessments allow faculty to identify areas of content strength and weakness in candidates' speaking and content knowledge; this information allows faculty to determine which areas to focus on in the methods course and to watch while observing candidates during their teaching.

Additionally, the data will provide the faculty with opportunities to review candidates' performance as it relates to pedagogical practices, delivery of counseling services, planning, and content knowledge. Because many of these assessments occur in the semester prior to internship or during internship, they allow faculty to assess candidates' development as professionals and their readiness to enter the classroom. If a candidate is not performing at the expected levels on these key assessments, faculty can intervene and work with them to provide additional support, so they may improve their practices. Additionally, examining the data enables faculty to identify areas of strength and weakness across each program, so that they can adjust their instruction to better meet candidate needs. Assignments such as the Assessment Project ensure that candidates understand diagnostic and screening tools used in counseling education, how to interpret data, and ways to use the data to make decisions for students and their families.

By tracking the data over time, the faculty can look at trends in data and to disaggregate data not only by content area of focus, but also by candidate demographics. Looking at these data allows faculty to assess their own practices and ensure they are using equal scoring approaches across diverse student populations. Analyzing subgroup data and engaging in yearly training to reflect on their own practices, enables opportunities to ensure that faculty are scoring work appropriately for all candidates.

Appendix A. CAEP Recognition Letter

CAEP Council for the
Accreditation of
Educator Preparation

1140 19th Street, NW | Suite 400
Washington, DC 20036
tel: 202.223.0077 | fax: 202.296.6620
caepnet.org

May 15, 2020

Dr. David A. DeCenzo
President
Coastal Carolina University
642 Century Circle
Conway, SC 29526

Dear Dr. DeCenzo:

The Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) met on April 27, 2020, and I am pleased to inform you that the following accreditation status has been granted:

The William L. Spadoni College of Education at Coastal Carolina University is granted **Accreditation** at the initial-licensure level and advanced-level as described in the Accreditation Action Report.

Included with this letter are two subsequent documents:
1) The Accreditation Action Report provides details of the accreditation status.
2) Information for EPPs Granted Accreditation provides further information on the Council's decision process and provider responsibilities during the accreditation term.

Congratulations on your accreditation achievement. I appreciate your commitment to excellence in educator preparation accreditation.

Sincerely yours,

Christopher A. Koch, Ed.D.
President

Enclosures: Accreditation Action Report, Certificate of Accreditation (mailed to provider leadership), and Information on CAEP Accreditation

cc: Dr. Edward Jadallah, William L. Spadoni College of Education
   Dr. Dennis G. Wiseman, William L. Spadoni College of Education

Jaclyn Walsh, South Carolina Department of Education;
Sherry Schneider, South Carolina Department of Education;
Mary Hipp, South Carolina Department of Education;
Dr. James Ritter, South Carolina Department of Education;
Clay Barton, South Carolina Department of Education;
Site Team

Key Assessments 1-15

1. **EDCO 500 Professional Counseling Orientation and Ethical Practice (3 credits)**

<u>**Ethical Dilemmas and Counselor Welfare (30%)**</u>***Key Assessment***

CACREP (2024) III. A.1--8,10-12

CMHC: CACREP (2024) V. C. 2-3,6-8

SC: CACREP (2024) V. H. 3,6,10

SCTS 4.0 (School Counselors): Professionalism.1-2;5

NBPTS (School Counselors): II, XI

To maintain good standing in the program, a minimum of 80% or higher on all key assessment assignments is needed.

For this assignment, candidates will select one ethical dilemma from a list provided to you from your instructor and select one ethical decision-making model to resolve the ethical dilemma. Be sure to clearly identify and describe the model used. The assignment will be divided into three parts.

Part 1: Candidates will identify the ethical dilemma and the model being applied. Reasoning for the appropriateness of the model for the dilemma will be supported with scholarly resources.

Part 2: Discuss what actions you would take in the role of counselor-in-training under supervision as you proceed through the steps of your selected model. Be sure to provide an adequate response to each step and include outside references in determining/identifying the issues. Describe what ethical and/or legal issues are apparent, which ethical codes may be in violation, and what you might do given that scenario. Be sure to use state law and ethical codes to guide your efforts in resolving the ethical dilemma. Remember you are not treatment planning for the client but making decisions based on what you, as the counselor-in-training, know at this point.

Part 3: The counselor role can be challenging at times. It is important to be able to process to avoid experiences with compassion fatigue, burnout, and vicarious trauma. Counselors are responsible for addressing any impairments which can negatively impact client welfare (ACA, 2014, C.2.g.). Based on the case you selected, address two personal values/opinions needed to be considered to support best practices with and for the client in the case explored? Explain two strategies you can use to prevent influencing your work with the client. Explore how professional counseling organizations and credentialing processes can support efforts. Lastly, to promote your longevity in the field, identify a S.M.A.R.T. self-care goal for yourself to combat burnout, compassion fatigue, and vicarious trauma.

Paper requirements: This must be written using APA 7th edition formatting and be 5-6 pages in length, not including references and title page.

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
SCTS 4.0 Professionalism.1;	Analyze the effectiveness of current decision-	Does not analyze the effectiveness of current decision-making models	Identifies current decision-making models used for the	Describes but does not analyze current decision-making models	Analyzes the effectiveness of current decision-making models	Analyzes the effectiveness of current decision-making models	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
CACREP (2024) III. A.1-2,4,5,8,10; CMHC: CACREP (2024) V. C. 2-3,6-8 SC: CACREP (2024) V. H. 3,6,10	making models to determine the appropriate methods necessary to resolve legal and ethical issues when working with students/clients from diverse backgrounds. 20%	for the counseling profession and your area of specialty to determine the appropriate methods necessary to resolve legal and ethical issues when working with students/clients from diverse backgrounds.	counseling profession and your area of specialty to determine the appropriate methods necessary to resolve legal and ethical issues when working with students/clients from diverse backgrounds.	used for the counseling profession and your area of specialty to determine the appropriate methods necessary to resolve legal and ethical issues when working with students/clients from diverse backgrounds.	for the counseling profession and your area of specialty to determine the appropriate methods necessary to resolve legal and ethical issues when working with students/clients from diverse backgrounds.	for the counseling profession and your area of specialty to determine the appropriate methods necessary to resolve specific legal and ethical issues when working with students/ clients from diverse backgrounds and provides examples to illustrate how these models are effective.	
SCTS 4.0 Professionalism.1-2; CACREP (2024) III. A.2,3,8,10; CMHC: CACREP (2024) V. C. 3,6-8 SC: CACREP (2024) V. H. 3,6,10	Identify ethical and legal dilemmas counselors can face with clients in accordance with state law and professional ethical responsibilities as a counselor. 20%	Does not identify ethical codes/standards or state laws pertinent to the counselor role.	Identifies ethical codes/standards or state laws pertinent to the counselor role. Does not fully examine the implications of the applicable codes/standards or laws.	Identifies ethical codes/standards or state laws pertinent to the counselor role. Fully examines the implications of the applicable codes/standards or laws.	Identifies ethical codes/standards and state laws pertinent to the counselor role. Examines implications of the applicable codes/standards or laws.	Identifies and extensively examines implications of the ethical codes/standards and state laws pertinent to the counselor role.	
SCTS 4.0 Professionalism.1-2; CACREP (2024) III. A.2-5,8,10-11 CMHC: CACREP (2024) V. C. 3,6-8 SC: CACREP (2024) V. H. 3,6,10	Integrate ethical decision-making models to resolve specific legal and ethical issues. 20%	Does not integrate ethical decision-making models to resolve specific legal and ethical issues.	Identifies ethical decision-making models used to address legal and ethical issues found within diverse counseling settings but does not apply these models to resolve specific issues.	Describes ethical decision-making models used to address legal and ethical issues found within diverse counseling settings but does not apply these models to resolve specific issues.	Integrates ethical decision-making models to resolve specific legal and ethical issues.	Integrates ethical decision-making models to resolve specific legal and ethical issues and provides examples to demonstrate how these models are applied.	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
SCTS 4.0 Professionalism.5; CACREP (2024) III. A. 11-12 CMHC: CACREP (2024) V. C.3; SC: CACREP (2024) V. H.6	Articulate the impact of a counselor's personal values on the ability to resolve legal and ethical dilemmas within the counseling profession. 15%	Does not articulate the impact of a counselor's personal values on the ability to resolve legal and ethical dilemmas within the counseling profession.	Identifies some impact of a counselor's personal values on the ability to resolve legal and ethical dilemmas within the counseling profession.	Partially articulates the impact of a counselor's personal values on the ability to resolve legal and ethical dilemmas within the counseling profession.	Articulates the impact of a counselor's personal values on the ability to resolve legal and ethical dilemmas within the counseling profession.	Articulates the impact of a counselor's personal values on the ability to resolve legal and ethical dilemmas within the counseling profession and provides specific examples.	
SCTS 4.0 Professionalism.5; CACREP (2024) III. A.6-7,11-12 CMHC: CACREP (2024) V. C.3; SC: CACREP (2024) V. H.3,6	Develop strategies to address the influence of a counselor's personal values on ethical decision making. 15%	Does not develop strategies that can be used to address the influence of a counselor's personal values on ethical decision making.	Identifies strategies that can be used to address the influence of a counselor's personal values on ethical decision making.	Describes some strategies that can be used to address the influence of a counselor's personal values on ethical decision making.	Develops strategies to address the influence of a counselor's personal values on ethical decision making.	Develops specific strategies to address the influence of a counselor's personal values on ethical decision making and provides specific examples of how these strategies will be implemented.	
SCTS 4.0 Professionalism.1-2; CACREP (2024) III. A.11 CMHC: CACREP (2024) V. C.3; SC: CACREP (2024) V. H. 6	Communicate effectively through the consistent use of APA guidelines for grammar, punctuation, and mechanics expected of a counseling professional. 10%	Does not use APA guidelines for grammar, punctuation, and mechanics.	Minimally uses APA guidelines for grammar, punctuation, and mechanics; when applies, uses incorrectly.	Uses APA guidelines for grammar, punctuation, and mechanics inconsistently.	Communicates effectively through the consistent use of APA guidelines for grammar, punctuation, and mechanics expected of a counseling professional.	Communicates clearly and effectively through the consistent and correct use of APA guidelines for grammar, punctuation, and mechanics expected of a counseling professional.	

2. EDCO 501 Counseling Practice and Relationships (3 credits)

Foundational Skill Biopsychosocial and Progress Note (30%)
CACREP (2024) III.A.12, E.2.5-11,16-17
CMHC: CACREP (2024) V. C. 2, 4,9
SC: CACREP (2024) V. H. 10,11-12
SCTS 4.0 (School Counselors): Direct and Indirect Services.1-2; Professionalism.2
NBPTS (School Counselors): XI
To maintain good standing in the program, a minimum of 80% or higher on all key assessment assignments is needed.

This assignment consists of four parts. The first part will require a partner and the second and third parts are independent work.

Part 1: Candidates will work with a partner to record yourself in the role of counselor conducting a hypothetical client biopsychosocial/intake session. Your partner will act in the role of hypothetical client. Candidates are expected to address aspects of cultural identity often relevant to the counseling process (e.g., race, gender, age, class) and invite a discussion with the "client" regarding the impact of identity match or difference during counseling. This assignment's purpose is to formally practice broaching skills and identify areas of growth to become a multiculturally competent and responsive counselor.

Part 2: Candidates will analyze their recording to identify areas of strength and areas in need of growth. Candidates will identify a minimum of 10 foundational skills used throughout the intake session. Each skill will be examined for effectiveness with the client. If an alternative strategy would have been more effective, this will be identified, and rationale will be provided. Candidates are not expected to be experts during this experience but are required to reflect on the process to support counselor skill growth. Candidates will also complete at least a two-page reflection of their experience with this hypothetical client: (a) counselor competence, (b) client-counselor match, (c) transference, and (d) countertransference. Candidates will examine the importance of broaching the of culture during counseling and identify their personal areas of strength and areas in need of growth for broaching culture with clients.

Part 3: Candidate will meet with their course instructor for supervision to discuss their progress and skill development regarding their work in your role as counselor (not about their role as a client). The supervision session will last approximately 15 minutes. You will bring 2 with you to the supervision session.

Part 4: Based on the intake, you will create a progress note (e.g., SOAP, DAP, BIP, BIRP) to document their session with their hypothetical client session. Candidates will be expected to identify a minimum of one possible referral and provide rationale for supporting client empowerment and wellness.

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4 PTS)	COMMENTS
SCTS 4.0 Direct and Indirect Services.1; CACREP (2024) III. E.2.5-9,11; CMHC: CACREP (2024) V. C. 4,9 SC: CACREP (2024) V. H. 11-12	Conducting a hypothetical client biopsychosocial/inta ke session. 20%	Did not conduct a complete biopsychosocial/inta ke session. Did not appear non-threatening, non-invasive, nor offer a conversational manner to support development of therapeutic rapport with your client. Did not identify and explore your client's chief complaint. Did not collect client's personal history and information. Did not review client's current functioning.	Initiated a biopsychosocial/inta ke session. Did not appear non-threatening, non-invasive, nor offer a conversational manner to support development of therapeutic rapport with your client consistently. Did not identify and explore your client's chief complaint accurately. Collected your client's personal history and information minimally and at the surface level. Did not review client's current functioning completely.	Conducted a biopsychosocial/inta ke session sometimes in a non-threatening, non-invasive, conversational manner supporting development of therapeutic rapport with your client. Identified your client's chief complaint. Collected some of your client's personal history and information. Reviewed some of your client's current functioning.	Conducted a complete biopsychosocial/inta ke session: in a non-threatening, non-invasive, conversational manner supporting development of therapeutic rapport with your client. Identified and explored your client's chief complaint. Collected client's personal history and information. Reviewed client's current functioning.	Appeared with ease to conduct an extensive biopsychosocial/inta ke session: in a non-threatening, non-invasive, conversational manner supporting development of therapeutic rapport with your client consistently. Identified and explored your client's chief complaint thoroughly. Thoroughly collected client's personal history and information and reviewed client's current functioning in-depth.	
SCTS 4.0 Direct and Indirect Services.1; CACREP (2024) III. E.7,11; CMHC: CACREP (2024) V. C. 4;	Utilized broaching skills 20%	Throughout the session, practice of broaching with your client was not evident. The client was not invited to examine issues of	Throughout the session, broaching with your client was attempted but did not create a therapeutic environment that	Throughout the session, practice of broaching with your client attempted. The client was invited to examine issues of race,	Throughout the session, the practice of broaching with your client occurred. The client was invited to examine issues of	Throughout the session, continuously and consistently practice broaching with your client. You invited your client to	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4 PTS)	COMMENTS
SC: CACREP (2024) V. H. 11-12		race, culture, power, and marginalization in session. A therapeutic environment that integrated the sociopolitical realities of privilege and oppression in counseling was not created. The importance of understanding the uniqueness of your client did not appear to occur by the counselor.: Demonstrated awareness of client's cultural diversity and multicultural identities. Responds appropriately to client's multicultural identities and explores their importance to the client in shaping client's worldview. Demonstrates an appreciation for the value of the cultural diversity in the overall counseling process.	integrated the sociopolitical realities of privilege and oppression in counseling. The client was not invited to examine issues of race, culture, power, and marginalization in session with counselor understanding their uniqueness: Demonstrated awareness of client's cultural diversity and multicultural identities. Responds appropriately to client's multicultural identities and explores their importance to the client in shaping client's worldview. Demonstrates an appreciation for the value of the cultural diversity in the overall counseling process.	culture, power, and marginalization in session. A therapeutic environment that integrated the sociopolitical realities of privilege and oppression in counseling was not consistently created. The importance of understanding the uniqueness of your client occur by the counselor sometimes: Demonstrated awareness of client's cultural diversity and multicultural identities. Responds appropriately to client's multicultural identities and explores their importance to the client in shaping client's worldview. Demonstrates an appreciation for the value of the cultural diversity in the overall counseling process.	race, culture, power, and marginalization in session. A therapeutic environment that integrated the sociopolitical realities of privilege and oppression in counseling was created. The importance of understanding the uniqueness of your client occur by the counselor: Demonstrated awareness of client's cultural diversity and multicultural identities. Responds appropriately to client's multicultural identities and explores their importance to the client in shaping client's worldview. Demonstrates an appreciation for the value of the cultural diversity in the overall counseling process.	examine issues of race, culture, power, and marginalization in session. Consistently created a therapeutic environment that integrated the sociopolitical realities of privilege and oppression in counseling. You embraced the importance of understanding the uniqueness of your client: Demonstrated awareness of client's cultural diversity and multicultural identities. Responds appropriately to client's multicultural identities and explores their importance to the client in shaping client's worldview. Demonstrates an appreciation for the value of the cultural diversity in the overall counseling process.	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4 PTS)	COMMENTS
SCTS 4.0 Direct and Indirect Services.1; CACREP (2024) III. E.2,7-8,11; CMHC: CACREP (2024) V. C. 4; SC: CACREP (2024) V. H. 11	Self-Awareness with Culturally Competent Counseling Skills 20%	Does not demonstrate awareness and knowledge of their intersecting identities (i.e. gender, race, disability, socio-economic class, sexual orientation) and the effects of these complex social locations within all context, including counseling. Does not demonstrates comprehensive awareness and knowledge of their own cultural heritage, life experience, affiliations, and worldviews, and how these influence definitions of normality-abnormality, individual and collective attitudes, values and worldview. Does not	Demonstrates awareness and knowledge of their intersecting identities (i.e. gender, race, disability, socio-economic class, sexual orientation). Does not demonstrate the effects of these complex social locations within all context, including counseling. Demonstrates minimally awareness and knowledge of their own cultural heritage, life experience, affiliations, and worldviews, and how these influence definitions of normality-abnormality, individual and collective attitudes, values and worldview.	Demonstrates some awareness and knowledge of their intersecting identities (i.e. gender, race, disability, socio-economic class, sexual orientation) and the effects of these complex social locations within all context, including counseling. Demonstrates some awareness and knowledge of their own cultural heritage, life experience, affiliations, and worldviews, and how these influence definitions of normality-abnormality, individual and collective attitudes, values and worldview. Demonstrates some awareness and	Demonstrates awareness and knowledge of their intersecting identities (i.e. gender, race, disability, socio-economic class, sexual orientation) and the effects of these complex social locations within all context, including counseling. Demonstrates awareness and knowledge of their own cultural heritage, life experience, affiliations, and worldviews, and how these influence definitions of normality-abnormality, individual and collective attitudes, values and worldview. Demonstrates awareness and	Demonstrates an in-depth awareness and knowledge of their intersecting identities (i.e. gender, race, disability, socio-economic class, sexual orientation) and the effects of these complex social locations within all context, including counseling. Demonstrates comprehensive awareness and knowledge of their own cultural heritage, life experience, affiliations, and worldviews, and how these influence definitions of normality-abnormality, individual and collective attitudes, values and worldview. Demonstrates wide-	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4 PTS)	COMMENTS
		demonstrates awareness and sensitivity to issues of power and privilege as they relate to intersecting identities and social roles.	Demonstrates minimal awareness and sensitivity to issues of power and privilege as they relate to intersecting identities and social roles.	sensitivity to issues of power and privilege as they relate to intersecting identities and social roles.	sensitivity to issues of power and privilege as they relate to intersecting identities and social roles.	ranging awareness and sensitivity to issues of power and privilege as they relate to intersecting identities and social roles.	
SCTS 4.0 Professionalism. 2; CACREP (2024) III.A.12; CMHC: CACREP (2024) V. C. 9	Supervision relevance to professional Role Understanding 10%	Did not participate actively in supervision session. Did not demonstrate professional behaviors in interactions with supervisor. Did not appear open to some self-examination about how the client and session content affect the counselor (i.e. countertransference, feelings). Did not show openness to supervisor's feedback and suggestions. Did not demonstrate follow-though on feedback.	Minimally participated actively in supervision session. Demonstrated few professional behaviors in interactions with supervisor. Minimally open to some self-examination about how the client and session content affect the counselor (i.e. countertransference, feelings). Showed minimal openness to supervisor's feedback and suggestions. Demonstrated minimal follow-though on feedback.	Sometimes participated actively in supervision session. Demonstrated some professional behaviors in interactions with supervisor. Open to some self-examination about how the client and session content affect the counselor (i.e. countertransference, feelings). Showed some openness to supervisor's feedback and suggestions. Demonstrated some follow-though on feedback.	Participated actively in supervision session. Demonstrated professional behaviors in interactions with supervisor. Open to self-examination about how the client and session content affect the counselor (i.e. countertransference, feelings). Showed openness to supervisor's feedback and suggestions. Demonstrated follow-though on feedback.	Participated actively in supervision session with extreme willingness to expose and express own weaknesses and share strengths accurately. Demonstrated consistent professional behaviors in interactions with supervisor. Extremely open to self-examination about how the client and session content affect the counselor (i.e. countertransference, feelings). Showed complete openness to supervisor's	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4 PTS)	COMMENTS
						feedback and suggestions. Demonstrated follow-though on feedback.	
SCTS 4.0 Direct and Indirect Services. 2; CACREP (2024) III.E.2.5-7,10-11, 16-17; CMHC: CACREP (2024) V. C. 4,9 SC: CACREP (2024) V. H. 11-12	Progress Note development to record information relevant to the client's treatment and response to counseling 20%	The purpose is not established. Relevant content is not included. Critical details are not included in each section.	The purpose is partially established, but is inaccurate. Most relevant content is included. Few critical details are included in each section.	The purpose is partially established. Some relevant content is included. Some critical details are included in each section.	The purpose is established. Relevant content is included. Critical details are included in each section.	Clear and concise purpose is established. Only relevant content is included. Critical details are included in each section.	
SCTS 4.0 Direct and Indirect Services. 2; CACREP (2024) III. E. 17; CMHC: CACREP (2024) V. C. 2; SC: CACREP (2024) V. H. 10	Maintain information regarding agency or community resources to make appropriate referrals as needed. 10%	Does not maintain information regarding agency or community resources to make appropriate referrals as needed. Cannot substantiate resources to align with client needs/unique considerations of the client.	Can identify community resources. Cannot demonstrates understanding of the need to maintain information regarding agency or community resources as needed. Cannot substantiate resources to align with client needs/unique	Demonstrates some understanding of the need to maintain information regarding agency or community resources as needed. Can substantiate resources minimally align with client needs/unique considerations of the client.	Understands the importance of maintaining information regarding agency or community resources to make appropriate referrals as needed. Can substantiate resources to align with client needs/unique considerations of the client.	Articulates a clear understanding of the importance of maintaining current information regarding agency or community resources to make appropriate referrals when needed. Thoroughly substantiates resources to align with client needs/unique	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4 PTS)	COMMENTS
			considerations of the client.			considerations of the client.	

<u>Trauma Research Paper **(25%)</u>
CACREP (2024) III.A.2-3,8,10; C. 1-13; E.19-20; G13-14
CACREP (2024) V.C.1-2,4,8
CACREP (2024) V.H.9,11-12,15-16,19
SCTS 4.0 (School Counselors): Direct Services.1-2; Professionalism.3
NBPTS (School Counselors): III, IV, IX
To maintain good standing in the program, a minimum of 80% or higher on all key assessment assignments is needed.
Current researchers of human development are learning that trauma plays a much more significant role than thought previously in terms of healthy identity development and coping skills. In fact, much of the DSM-5-TR includes considerations about the link between traumatic experiences and the development of psychological disorders, symptoms, and associated life issues (e.g., relationships, learning). This assignment will provide an opportunity to study Erikson's developmental stage theory and explore the potential impact of a trauma topic approved by the instructor on the psychosocial development at a specific stage of development (an age of your choosing). Candidates should complete an APA (7th ed) style paper on your choice of one of Erikson's Psychosocial developmental stages (Trust vs Mistrust, Autonomy vs Shame and Doubt, Initiative vs Guilt, Industry vs Inferiority, Identity vs Role Confusion, Intimacy vs Isolation, Generativity vs Stagnation, Integrity vs Despair) and the potential effects of a selected trauma topic on healthy development (e.g., death of a loved one, sexual abuse, natural disaster, loss of a loved one at an early age). An emphasis in this discussion should include discussion about how specific crisis events play a part in the traumatic event itself and how crisis/trauma triggers are associated with ongoing mental health issues throughout a person's life. Candidates must study Erikson's theory in at least 3 (three) scholarly resources (including the course text) and do extensive research on their chosen topic of a traumatic experience in at least 3 (three) scholarly sources. Discussion about the impact of said trauma on the development of someone in the chosen stage of development will be written from the candidate's ideas and beliefs as a result of a thorough review of professional literature. Note: this is not an assignment for personal disclosure about candidate's individual experiences. The chosen topic of a traumatic experience should be based on candidates' future work with clients/students.

> ***Summary of Aspects to be Addressed:***
> a. Erikson's stage of choice
> b. Traumatic event
> c. Crises involved during the event and crisis triggers during lifelong mental health challenges
> d. Impact of trauma on development
> e. Counselor role
> f. Summary

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
SCTS 4.0 Direct Services.1; CACREP (2024) III.C. 1-4; CACREP (2024) V.C.1; CACREP (2024) V.H.11-12,15	Examination of Erikson's developmental stage 30%	Paper did not address theories of individual development across the lifespan.	Paper meets emerging criteria for theories of individual development across the lifespan.	Paper meets progressing criteria for theories of individual development across the lifespan.	Paper meets proficient criteria for theories of individual development across the lifespan	Paper meets exemplary criteria theories of individual development across the lifespan.	
SCTS 4.0 Professionalism.3; CACREP (2024) III.C. 13; CACREP (2024) V.C.1; CACREP (2024) V.H.11-12	Effects of Trauma: Understands the effects of crisis, disasters, and trauma on diverse individuals across the lifespan. 25%	Candidate does not demonstrates an understanding of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan. The candidate performs well below what would be expected of an entry-level counselor.	Candidate demonstrates a lack of understanding of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan. The candidate performs below what would be expected of an entry-level counselor.	Candidate demonstrates a limited understanding of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan. The candidate performs somewhat below what would be expected of an entry level counselor.	Candidate demonstrates a basic, entry-level understanding of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan. The candidate performs equivalent to what would be expected of an entry-level counselor.	Candidate demonstrates a superior understanding of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan. The candidate performs well above what would be expected of an entry-level counselor.	
SCTS 4.0 Direct Services.1; CACREP (2024) III.C. 5-13 CACREP (2024) V.C.1,8 CACREP (2024)	Link traumatic experiences and the development of psychological disorders,	Does not Identify potential effects of a selected trauma topic on healthy development for	Identifies potential effects of a selected trauma topic on healthy development for selected developmental stage	Examines potential effects of a selected trauma topic on healthy development for selected developmental stage	Identifying scholarly Literature applicable to examination of potential effects of	Applying scholarly literature, thoroughly examines potential effects of a selected trauma	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
V.H.11-12,15-16,19	symptoms, and associated life issues (e.g. relationships, learning) to specific case. 25%	selected developmental stage.	with little to no use of scholarly literature to support stance(s).	with limited use of scholarly literature to support stance(s).	a selected trauma topic on healthy development for selected developmental stage.	topic on healthy development for selected developmental stage.	
SCTS 4.0 Direct and Indirect Services 1-2; CACREP (2024) III.A.2-3,8,10; E.19-20; G. 13-14 CACREP (2024) V.C.1-2,4; CACREP (2024) V.H.9	Identify counselor role(s) associated with clients experiencing crisis/trauma. 10%	Minimally identify counselor role(s) when servicing clients presenting with symptoms associated with crisis/trauma in relation to your setting (e.g. school, community, private practice). Minimally identify ethical and legal implications related to role(s).	Identify counselor role(s) when servicing clients presenting with symptoms associated with crisis/trauma in relation to your setting (e.g. school, community, private practice). Identify ethical and legal implications related to role(s).	Examine counselor role(s) when servicing clients presenting with symptoms associated with crisis/trauma in relation to your setting (e.g. school, community, private practice). Identify ethical and legal implications related to role(s).	Examine counselor role(s) when servicing clients presenting with symptoms associated with crisis/trauma in relation to your setting (e.g. school, community, private practice). Apply ethical and legal implications related to role(s).	Fully examine counselor role(s) when servicing clients presenting with symptoms associated with crisis/trauma in relation to your setting (e.g. school, community, private practice). Apply ethical and legal implications related to role(s).	
SCTS 4.0 Professionalism.3; CACREP (2024) V.C.1; CACREP (2024)	Communicate effectively, in a scholarly and professional	Does not communicate effectively, in a scholarly and	Some communication in a professional, scholarly manner, but writing,	Communicates in a professional, scholarly manner, but writing, grammar/mechanics, APA,	Communicates effectively, in a scholarly and professional	Communicates effectively, in a scholarly and professional manner,	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
V.H.11	manner, through the appropriate application of grammar, punctuation, spelling, writing mechanics, and professional tone, while adhering to APA current edition formatting and style. 10%	professional manner, through the appropriate application of grammar, punctuation, spelling, writing mechanics, and professional tone, while adhering to APA current edition formatting and style.	grammar/mechanics, APA, and overall content need improvement and may be unclear.	and overall content need improvement and may be unclear.	manner, through the appropriate application of grammar, punctuation, spelling, writing mechanics, and professional tone, while adhering to APA current edition formatting and style.	through the appropriate application of grammar, punctuation, spelling, writing mechanics, and professional tone, while adhering to APA current edition. Writing is concise and ideas are cohesive and logical.	

4. EDCO 503 Identities and Experiences (3 credits)

Cultural Immersion Impact **(30%)
CACREP (2024) III.B. 1-6,10-11, C.12, E.1,7,13
CACREP V.C.3
CACREP V.H.11,19
SCTS 4.0 (School Counselors): Professionalism.2
NBPTS (School Counselors): V, XI
To maintain good standing in the program, a minimum of 80% or higher on all key assessment assignments is needed.

Each candidate will complete one cultural immersion exercise where you will immerse and engage with the population of your choice and write an impact paper about the experience and present to your class concerning your reflections with special focus on educating best-practices for this culture.

Part 1: Complete one cultural immersion exercise.

Part 2: Your final paper must be 6 double-spaced pages. For this assignment, you are asked to purposely put yourself in a situation to encounter self-reflection. We will discuss more in class about how to find an event to attend, and what makes a good event for this assignment. A suggested list of potential events will be provided. After you complete your immersion exercise, please summarize your insights by addressing the following in your paper:

    a.   What event did you attend and what subcultural group did you choose to focus on?

    b.   What happened at the event (in detail)? Were you an observer, an information seeker, a participant?

    c.   Using journaling techniques, reflect on the situation. Talk about how your thinking was challenged. Describe any transformations that took place because of the experience. Specifically, in what areas did you critically reflect?

    d.   Describe how the values and beliefs that comprise this situation are different than yours. Which of those preconceived ideas are now open to re-interpretation and why?

    e.   How is your thinking impacted? How did you critically reflect on the ideologies?

    f.   Revisit your worldview. Where do the values and beliefs align/differ from yours? What have you learned about yourself and this subgroup now that the immersion is over?

Part 3: Candidates will conduct a 10–15-minute class presentation about their immersion experience and summarize what they have learned from the experience. Candidates will identify historical and/or current issues impacting culture stereotypes and the effects of stereotypes. Candidates will apply a multicultural theory to highlight counselor cultural competence for this culture. Candidates will highlight advocacy efforts for this culture by highlighting researched strategies to support elimination of barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. Apply guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities.

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
SCTS 4.0 Professionalism.2; CACREP (2024) III.B. 2-6,11, C.12	Describe your experience with one cultural immersion exercise. 15%	Did not identify nor describe experience with one cultural immersion exercise.	Identified, but did not describe experience with one cultural immersion exercise.	Described minimally experience with one cultural immersion exercise.	Described experience with one cultural immersion exercise.	Thoroughly described the event, the subcultural group of focus, and your role at the event. Superior ability to present how and why the event was chosen.	
SCTS 4.0 Professionalism.2; CACREP (2024) III.B. 2-6,11, C.12	Describe the dimensions of your identity in detail (for example, age, gender, race, ethnicity, sexual orientation, religion or spiritual practice, class, ability/disability, and others) in relation to the cultural immersion exercise. 20%	Does not identify or describe the dimensions of identity in detail (for example, age, gender, race, ethnicity, sexual orientation, religion or spiritual practice, class, ability/disability, and others).	Identifies but does not describe the dimensions of identity minimally (for example, age, gender, race, ethnicity, sexual orientation, religion or spiritual practice, class, ability/disability, and others).	Identifies but does not describe the dimensions of identity in detail (for example, age, gender, race, ethnicity, sexual orientation, religion or spiritual practice, class, ability/disability, and others).	Describes the dimensions of identity in detail (for example, age, gender, race, ethnicity, sexual orientation, religion or spiritual practice, class, ability/disability, and others).	Describes the dimensions of identity in detail (for example, age, gender, race, ethnicity, sexual orientation, religion/spiritual practice, class, ability/disability, and others); notes the intersectionality within two or more cultural identity dimensions.	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
SCTS 4.0 Professionalism.2; CACREP (2024) III.B. 2-6,11, C.12	Reflections of cultural impressions 20%	Personal process for assumptions versus reality of the event and culture was not evident. Examination of personal transformations that took place because of the experience was not evident.	Personal process for assumptions versus reality of the event and culture was identified but not explained. Examination of personal transformations that took place because of the experience was identified but not explained.	Personal process for assumptions versus reality of the event and culture was identified and minimally explained. Examination of personal transformations that took place because of the experience was identified and minimally explained.	Personal process for assumptions versus reality of the event and culture was compared with examination of personal transformations that took place because of the experience.	Personal process for assumptions versus reality of the event and culture thoroughly compared with examination of personal transformations that took place because of the experience.	
SCTS 4.0 Professionalism.2; CACREP (2024) III.B. 1-6,11, C.12, E.1,7,13 CACREP V.C.3 CACREP V.H.11,19	Presentation: Learning compared to literature 20%	Did not present learnings (historical and/or current issues impacting culture stereotypes, multicultural theory). Did not identify literature examining culture immersed within the exercise.	Presented learnings (historical and/or current issues impacting culture stereotypes, multicultural theory). Did not identify literature examining culture immersed within the exercise.	Presented learnings (historical and/or current issues impacting culture stereotypes, multicultural theory). Presented literature examining culture immersed within the exercise, but did not compare to the learnings.	Presented learnings (historical and/or current issues impacting culture stereotypes, multicultural theory) and how it compares to literature.	Superior ability to present learnings (historical and/or current issues impacting culture stereotypes, multicultural theory) and how it compares to literature.	
SCTS 4.0 Professionalism.2; CACREP (2024) III.B. 1-6,10-11, C.12, E.1,7,13 CACREP V.C.3 CACREP V.H.11,19	Presentation: Advocate and describe specific legislative or policy action on the grounds of its benefits for a specific population while explaining the	Does not advocate or describe a legislative or policy action that could benefit a specific population. Does not explain counseling specialization.	Advocates for a legislative or policy action that could benefit a specific population, but description does not enter the realm of advocacy. Does not explain	Advocates and describes a legislative or policy action that could benefit a specific population, but description does not enter the	Advocates and describes specific legislative or policy action on the grounds of its benefits for a specific population. Explains counseling specialization (for example, CMHC, SC),	Advocates and describes specific legislative or policy action on the grounds of its benefits for a specific population; notes the potential dangers to the population if no action is taken.	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
	ethical obligation to advocate for marginalized populations and scientifically grounded practice for your area of specialty (CMHC/SC). 15%		how counseling specialization relates an ethical obligation to advocate for marginalized populations, or scientifically grounded practice.	realm of advocacy. Explains counseling specialization, but does not fully describe or relate an ethical obligation to advocate for marginalized populations, or scientifically grounded practice.	ethical obligation to advocate for marginalized populations, and scientifically grounded practice.	Explains counseling specialization, ethical obligation to advocate for marginalized populations, and scientifically grounded practice; supports this presentation with explicit reference to best practices in the literature.	
SCTS 4.0 Professionalism.2; CACREP (2024) III. E.1.	Communicate reflections related to cultural immersion exercise, cultural heritage and personal identity as they apply and impact personal practice using scholarly sources, professionally appropriate language, and writing mechanics acceptable for professional counseling settings. 10%	Does not communicate reflections related to cultural immersion exercise, cultural heritage and personal identity as they apply and impact personal practice using scholarly sources, professionally appropriate language, and writing mechanics acceptable for professional counseling settings.	Communicates reflections related to cultural immersion exercise, cultural heritage and personal identity; does not apply impact for personal practice. The writing has many APA errors and inconsistencies or incorrect grammar, punctuation, and mechanics.	Communicates reflections related to cultural immersion exercise, cultural heritage and personal identity as they apply and impact personal practice. The writing has many APA errors and inconsistencies or incorrect grammar, punctuation, and mechanics.	Communicates reflections related to cultural immersion exercise, cultural heritage and personal identity as they apply and impact personal practice using scholarly sources, professionally appropriate language, and writing mechanics acceptable for professional counseling settings.	Communicates reflections related to cultural immersion exercise, cultural heritage and personal identity as they apply and impact personal practice using scholarly sources, professionally appropriate language, and writing mechanics acceptable for professional counseling settings. The writing has no grammatical or APA errors.	

5. EDCO 504 Counseling Theories and Applications (3 credits)

Counseling Theory Presentation and Skill Demonstration** (30%)
CACREP (2024) III.E. 1-12,15
CACREP (2024) V.C.1-2,5
CACREP (2024) V.H.13-15, 17-19
SCTS 4.0 (School Counselors): Direct and Indirect Services.1; Professionalism.2, 4
NBPTS (School Counselors): II-IV, X-XI
To maintain good standing in the program, a minimum of 80% or higher on all key assessment assignments is needed.

Candidates will receive a partner to present a theory to the class, through Power Point or other multimedia (30-40 minutes). The presentation must include the following:

a. Who founded/created it? Where was it created?
b. What need did it fill? (Why was it created/differ/expanded on from other theories?)
c. When did it come about and what was going on in the world?
d. What are the Key concepts / Key words
e. How does the theory explain why people hurt and how people change?
f. Review key interventions for the theory and their intended purpose
g. Address how the model is culturally responsive in supporting client 's worldview of wellness
h. Five-minute demonstration of theoretical counseling skills with a hypothetical client (partner 1: counselor; partner 2: hypothetical client; must introduce the hypothetical client identifying information and purpose for seeking counseling)
i. An interactive activity/ quiz/ discussion points/ reflection questions
j. Attach a handout or cheat sheet summarizing main points about theory (1-2 pages)

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
SCTS 4.0 Direct and Indirect Services.1; CACREP (2024) III.E. 1-12,15; CACREP (2024) V.C.1-2,5 CACREP (2024) V.H.13-15, 17-19	Theoretical Concepts 30%	Key theoretical concepts are not explained.	Some of the key theoretical concepts are explained: development, the relationship between the counselor and client is identified and explained, the role of the counselor, strengths and weakness (e.g. this	The key theoretical concepts are minimally explained: development, the relationship between the counselor and client is identified and explained, the role of the counselor, strengths and weakness (e.g. this may also include	The key theoretical concepts are explained: development, the relationship between the counselor and client is identified and explained, the role of the counselor, strengths and weakness (e.g. this may also include any criticisms widely	The key theoretical concepts are thoroughly explained: development, the relationship between the counselor and client is identified and explained, the role of the counselor, strengths and weakness (e.g. this may also include	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
			may also include any criticisms widely held of the theory, or any ethical or multi-cultural issues linked to this theory), key interventions, and intended purpose.	any criticisms widely held of the theory, or any ethical or multi-cultural issues linked to this theory), key interventions, and intended purpose.	held of the theory, or any ethical or multi-cultural issues linked to this theory), key interventions, and intended purpose.	any criticisms widely held of the theory, or any ethical or multi-cultural issues linked to this theory), key interventions, and intended purpose.	
SCTS 4.0 Direct and Indirect Services.1; CACREP (2024) III.E. 7-15 CACREP (2024) V.C.1-2,5; CACREP (2024) V.H.13-15, 17-19	Theory's change process for clients 10%	What causes a client to change is not identified.	What causes a client to change is identified.	What causes a client to change is identified and minimally discussed.	What causes a client to change is examined and discussed.	What causes a client to change is thoroughly examined and discussed.	
SCTS 4.0 Direct and Indirect Services.1; CACREP (2024) III.E. 7,11; CACREP (2024) V.C.1,5; CACREP (2024) V.H.13-15, 17-19	Theory's cultural responsiveness 10%	Does not evaluate the appropriateness of a specific theoretical approach for diverse populations and for diverse clients.	Identifies but does not describe nor evaluate the appropriateness of a specific theoretical approach for diverse populations and for diverse clients.	Describes but does not evaluate the appropriateness of a specific theoretical approach for diverse populations and for diverse clients.	Evaluates the appropriateness of a specific theoretical approach for diverse populations and for diverse clients.	Evaluates the appropriateness of a specific psychotherapeutic approach for diverse populations, and provides examples of how it could be adapted for diverse clients	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
SCTS 4.0 Direct and Indirect Services.1; CACREP (2024) III.E. 1-12,15 CACREP (2024) V.C.1-2,5; CACREP (2024) V.H.13-15, 17-19	Demonstration of Theoretical Counseling Skills 20%	The role-play is not present or does not directly relate to the theory.	The role-play is present but is not connected to the theory.	The role-play is present but is minimally connected or missing essential elements of the theory.	The role-play is present and is adequately connected to the theory.	The role-play is present, exceptionally weaved into the presentation, and directly applies to the theory	
SCTS 4.0 Professionalism.2,4; CACREP (2024) III.E. 1-12,15 CACREP (2024) V.C.1-2,5; CACREP (2024) V.H.13-15, 17-19	Development of Theoretical Quiz 10%	The quiz is not present.	The quiz does not address the theory.	The quiz is present but does not adequately address the theory, is missing major components, or has multiple errors.	The quiz is used effectively for presenting theoretical information.	The quiz stands out as a thorough reflection of the theory.	
SCTS 4.0 Professionalism.2,4; CACREP (2024) III.E. 1-12,15 CACREP (2024) V.C.1-2,5; CACREP (2024) V.H.13-15, 17-19	Development of Theoretical Handout 10%	The handout is not present.	The handout does not address the theory.	The handout is present but does not adequately address the theory, is missing components, lacks pertinent information such as references used, or has multiple errors.	The handout is used effectively for presenting information, has APA references, and is creative.	The handout stands out as a thorough reflection of the theory and a creative document that is error free and engaging to the reader.	
SCTS 4.0 Professionalism.2,4; CACREP (2024) III.E. 1-12,15;	Professional	Paper does not meet the graduate-level expectations:	Paper meets one or two of the graduate-level	Paper meets some of the graduate-level expectations:	A well-written paper that meets graduate-level	A well-written paper that exceeds graduate-level	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
CACREP (2024) V.C.1-2,5 CACREP (2024) V.H.13-15, 17-19	Written Communication 10%	spelling, grammar, APA format, title page, headings, etc., references/citations are used that support your work throughout your paper (i.e. in terms of specific approaches, theories, and models), the paper demonstrates the synthesis and integration of ideas, and your understanding of theory and practice concepts, and the paper is well written, there is a logical flow, and there is a connection of ideas.	expectations: spelling, grammar, APA format, title page, headings, etc., references/citations are used that support your work throughout your paper (i.e. in terms of specific approaches, theories, and models), the paper demonstrates the synthesis and integration of ideas, and your understanding of theory and practice concepts, and the paper is well written, there is a logical flow, and there is a connection of ideas.	spelling, grammar, APA format, title page, headings, etc., references/citations are used that support your work throughout your paper (i.e. in terms of specific approaches, theories, and models), the paper demonstrates the synthesis and integration of ideas, and your understanding of theory and practice concepts, and the paper is well written, there is a logical flow, and there is a connection of ideas.	expectations: spelling, grammar, APA format, title page, headings, etc., references/citations are used that support your work throughout your paper (i.e. in terms of specific approaches, theories, and models), the paper demonstrates the synthesis and integration of ideas, and your understanding of theory and practice concepts, and the paper is well written, there is a logical flow, and there is a connection of ideas.	expectations: spelling, grammar, APA format, title page, headings, etc., references/citations are used that support your work throughout your paper (i.e. in terms of specific approaches, theories, and models), the paper demonstrates the synthesis and integration of ideas, and your understanding of theory and practice concepts, and the paper is well written, there is a logical flow, and there is a connection of ideas.	

6. EDCO 505 Assessment and Diagnostic Process (3 credits)

<u>**Scholar-Practitioner Client Assessment, Diagnosis, and Treatment Plan Project** (60%)**</u>
CACREP (2024) III.A.11; E.1-2,7,10-15; G.1-17
CACREP (2024) V.C.1,4-5
CACREP (2024) V.H.11-19
SCTS 4.0 (School Counselors): Direct and Indirect Services.1-2; Professionalism.2-3NBPTS
(School Counselors): II-IV, IX, XI
To maintain good standing in the program, a minimum of 80% or higher on all key assessment assignments is needed.

This assignment requires five parts with three separate due dates: (1) selecting and reviewing a movie (see Appendix A), (2) complete an assessment of the character chosen from the movie, (3) establish client diagnosis(es), (4) create a treatment plan for the client, (5) personal reflection for completing the project.

Part 1: Movie (0%)- Due XX/XX/XX
CACREP (2024) III. G.16
Candidates will select a character from a movie (see Appendix A) to serve as the basis for a comprehensive case study. Select and review movie by due date to support time management for remainder of project components.

Part 2: Assessment (40%)- Due XX/XX/XX
CACREP (2024) III.G.2-10
Candidates will use what they know of this character to construct:
- Presenting problem
- Biopsychosocial history
- Mental status report
- Select assessment to support understanding of client symptomology for support of diagnosis and determining an evidence-based treatment plan. Each candidate will choose a test and conduct a review of the literature critical analysis to determine the test's psychometric properties, strengths, and weaknesses. The strengths and weaknesses sections must be a minimum of three combined pages of text. Appropriateness for the population you desire to serve must be examined. A sample review will be provided. The purpose of this project is to focus and integrate the concepts covered in class. The grade for this project will reflect the comprehensiveness of the review, application, and integration of information and clarity of professional writing style. Citations and references must adhere to APA style. Your assignment must include a references section. An outline of essential information to be included and a sample review is included below.

  TEST REVIEW PROJECT OUTLINE
  - o Title, acronym, author(s), publication date, publisher, price, computer scoring software available:

  GENERAL INFORMATION
  - o Primary constructs assessed, test purpose, administration type, population/range, time required to administer, score, and interpret,

interpretive scores derived, subtest (subscale) format, item/scoring format, and qualifications of examiners

GENERAL ADMINISTRATION AND SCORING PROCEDURES NORMATIVE INFORMATION
- o Type of norms, age/grade of participants, sex of participants, dates of standardization, number of participants in sample, sample characteristics, geographic composition, racial composition, socioeconomic composition, availability of subgroup norms:

RELIABILITY
- o Internal consistency, test-retest, alternate-form, scorer reliability

VALIDITY
- o Content validity, criterion-related validity, construct validity

GENERAL EVALUATION
- o Ethical and multicultural considerations, special merits and strengths of the test, criticisms and limitations of the test, personal recommendation – do you think you would use this test in your future work? Why or why not?
REFERNCES

Part 3: Differential Diagnosis (20%)- Due XX/XX/XX
CACREP (2024) III.G.11-12
You will present the diagnostic criteria for your client in written form; should be 4 to 6 pages in length, APA Style, and uses scholarly sources to substantiate the differential diagnosis. Please refer to DSM-5 for specific guidelines. Provide the criteria used to reach your diagnostic, including descriptions of the simulated client's signs and symptoms to support your clinical decision. Discussion of differential diagnosis is needed; please refer to DSM-5 for a list of alternative diagnosis. Discuss and provide evidence that eliminates all the alternative diagnosis for this disorder presented in the DSM-5 manual. All data included in the report must be written using professional language, based on evidence provided in the media source, and supported with a sound clinical rationale. Candidates are encouraged to consider and document multiple sources of information (e.g., client report, collateral report, observation). When information is not available, the candidate should indicate that additional information is needed and propose methods for gathering such information. Evidence of differential diagnosis should be provided.

Part 4: Treatment Plan (30%)- Due XX/XX/XX
CACREP (2024) III.E.1-2,7,10-15; G.7,17
You will develop a evidence-based treatment plan for your client and provide
Justification. The treatment plan will include the development of 1 Problem, S.M.A.R.T. Goal, Objective, and Intervention sequence. You will complete a two-three page APA formatted paper supporting how your treatment plan is evidence-based,

culturally   competent, and in accordance with professional ethics and state law. This section is an opportunity for you to offer challenges to the diagnosis you proposed in part 3. I am interested in any alternative explanations of the client's symptoms, especially those that do not fit in the medical model/DSM philosophy. The following are questions may get you started and guide you in this section.

- o   What is your client's assessment of the presenting concerns? Does he/she believe he/she has a "mental disorder?"
- o   In what ways does your client differ from the DSM criteria? For example, what are some behaviors that contradict the diagnosis you selected?
- o   How might the client's gender/cultural background/sexual orientation affect his or her diagnosis and treatment plan?
- o   What historical-social-political-cultural-familial-religious issues do you need to consider before applying this diagnosis and developing the treatment plan? Are there any alternative explanations for the client's behavior, taking into account these contextual factors?

Candidates should support rationale for treatment plan choices by incorporating data from at least six scholarly sources (e.g., DSM-5, treatment manual, journal article).

Part 5: Reflection (10%)- Due XX/XX/XX
CACREP (2024) III.A.11; G.1
The final portion of the project will require you to reflect on the project experience to support awareness for avoiding imposing personal values, opinions, and beliefs on your work with your client and promote professional identity development. Apply historical perspectives concerning the nature and meaning of assessment and testing in counseling and what this means for you in your role today and moving forward. This paper should be submitted in first person and 2-3 pages in length.

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
SCTS 4.0 Direct and Indirect Services.1-2; CACREP (2024) III.G.2-10;	Biopsychosocial Assessment (20%)	Biopsychosocial was vague and incomplete; no empirical evidence provided; not representative of graduate level work	Biopsychosocial was vague and incomplete; lacked empirical evidence provided; not representative of graduate level work	Biopsychosocial was complete; lacked empirical evidence	Biopsychosocial was complete; included empirical evidence	Biopsychosocial was thoroughly completed; included extensive empirical evidence	
SCTS 4.0 Direct and Indirect Services.1-2; CACREP (2024) III.G.2-10; CACREP (2024) V.C.4 ; CACREP (2024) V.H.11-12	Client Appropriate Assessment (20%)	Does not evaluate the use of assessment results to diagnose developmental, behavioral, and mental disorders. Does not apply ethical consideration to the process of presenting assessment results with a clear consideration of the client's unique cultural context.	Identifies the use of assessment results to diagnose developmental, behavioral, and mental disorders for case, but des not explain applicability. Identifies but does not apply ethical consideration to the process of presenting assessment results with a clear consideration of the client's	Explains the use of assessment results to diagnose developmental, behavioral, and mental disorders for case, but with errors or omissions. Applies ethical consideration to the process of presenting assessment results with a clear consideration of the client's unique cultural context, but lacks detail in their application.	Evaluates the use of assessment results to diagnose developmental, behavioral, and mental disorders for case. Applies ethical consideration to the process of presenting assessment results with a clear consideration of the client's unique cultural context.	Evaluates the use of assessment results to diagnose developmental, behavioral, and mental disorders for case; supports with scholarly sources. Applies ethical consideration to the process of presenting assessment results with a clear consideration of the client's unique cultural context and with support from the scholarly literature.	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
			unique cultural context, but lacks detail in their application.				
SCTS 4.0 Direct and Indirect Services.1-2; CACREP (2024) III.G.11-12 ; CACREP (2024) V.C.1. ; CACREP (2024) V.H.12	Differential Diagnosis Process for Case (20%)	Does not identify methods used for differential diagnosis of client. Does not identify the symptoms observed. Does not apply the DSM and ICD system to the diagnosis of a client.	Inaccurately identifies the methods used for differential diagnosis in case and symptoms observed in case. Inaccurately provides aspects of the DSM and ICD to the diagnosis of case.	Identifies the methods used for differential diagnosis in case, but with errors or omissions. Identifies the symptoms observed in case studies, but with errors or omissions. Applies some aspects of the DSM and ICD to the diagnosis of case but does not provide support for diagnostic choices.	Identifies the methods used for differential diagnosis in case. Describes the application of specific assessments relevant and appropriate to case. Applies the current DSM and ICD to the diagnosis of a case, providing support for diagnostic choices.	Identifies the methods used for differential diagnosis in case; includes the application of a DSM decision tree. Identifies the symptoms observed in case including impact of biological and neurological mechanisms with scholarly support. Applies the current DSM and ICD to the diagnosis of a focus case, and providing support for diagnostic choices.	
SCTS 4.0 Direct and Indirect Services.1-2;	Treatment Plan Development (30%)	Treatment Plan was not completed.	Treatment Plan was incomplete or missing; no evidence of using previous literature to	Treatment Plan was fairly complete or missing only one or two key points; evidence of using previous	Treatment Plan was complete with no missing information; evidence of using previous literature	Treatment Plan was thoroughly completed with no missing information; an abundance of	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
CACREP (2024) III.E.1-2,7,10-15; G.7,17 ; CACREP (2024) V.C.1,4-5.; CACREP (2024) V.H.11-19			understand theoretical orientation; not representative of graduate level work	literature to understand theoretical orientation; representative of graduate level work.	to understand theoretical orientation; representative of graduate level work.	evidence of using previous literature to understand theoretical orientation; representative of exceeding graduate level work.	
SCTS 4.0 Professionalism.2 CACREP (2024) III.A.11; G.1	Reflection of Therapeutic work with Case for Counselor Professional Development (10%)	No attempt at self-criticism nor able to demonstrate understanding of historical perspectives concerning the nature and meaning of assessment and testing in counseling in relation to their role. .	There is some attempt at self-criticism, but missing the self-reflection to demonstrate a new awareness of personal biases, etc. Identifies historical perspectives concerning the nature and meaning of assessment and testing in counseling in relation to their role.	There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc. Able to demonstrate some understanding of historical perspectives concerning the nature and meaning of assessment and testing in counseling in relation to their role.	The reflection demonstrates ability of the candidate to question their own biases, stereotypes, preconceptions. Able to demonstrate understanding of historical perspectives concerning the nature and meaning of assessment and testing in counseling in relation to their role.	The reflection demonstrates ability of the candidate to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result. Able to thoroughly demonstrate understanding of historical perspectives concerning the nature and meaning of assessment and testing in counseling in relation to their role.	

7. EDCO 507 Career Development

Final Project: Career and Culture Assignment (30%)
CACREP (2024) III. A.11; D.1-12
CMHC: CACREP (2024) V.C.1,4
SC: CACREP (2024) V.H.11,15-19
SCTS 4.0 (School Counselors): Direct and Indirect Services.1-2; Professionalism.1-3
NBPTS (School Counselors): II-V, VIII-IX, XI
To maintain good standing in the program, a minimum of 80% or higher on all key assessment assignments is needed.

For this final project, you will assist in career development for an individual. First, select a client:

- CMHC candidates will select an individual who is between the ages of 18-30, who has recently experienced a career change.
- SC candidates will select an individual who is between 8-18, who is seeking support in making a choice with taking a hobby/interest/co-curricular experience more serious and considering as a probable future career path. Guardian permission is assumed in this case.

The individual selected must have multiple complexities and identities different from your own (age, developmental disabilities, acquired disabilities, religion, ethnicity, sexual orientation, socioeconomic status, indigenous group membership, national, and gender). DO NOT use a family member, close friend, or someone with whom you have a dual relationship with. You will write a 6-8 page paper including the following topics:

a. Discuss the interviewees education and/or work experience, mental health considerations, counseling experiences, recreational and leisure interests and activities, and strengths/obstacles related to work.

b. Identify the gender, cultural, ethical considerations, and personal issues that might impact the interviewee in his/her career.

c. Theorize your interviewee's Holland Code or MBTI preference and give evidence to support to your theory.

d. Apply Super, Krumboltz, and any other theories which might be relevant to the interviewee and give evidence to support your suggestions.

e. Develop a Career Action Plan, which identifies next steps, suggests client homework, and appropriate goals. Include your recommendations for additional assessment, evaluation, and research tools.

f. Critique the interview process, including a self-evaluation of your comfort with the process. What worked? What did not? What would you change?

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
SCTS 4.0 Direct and Indirect Services.1-2;	Complete Interviewee's Biopsychosocial	Does not document interviewees education and/or work experience,	Minimally documents interviewees education and/or	Partially documents interviewees education and/or work experience,	Documents interviewees education and/or work experience,	Thoroughly documents interviewees education and/or	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
CACREP (2024) III. D.2,4-5; CMHC: CACREP (2024) V.C.4; SC: CACREP (2024) V.H.11.	20%	mental health considerations, counseling experiences, recreational and leisure interests and activities, and strengths/obstacles related to work/probable future career path.	work experience, mental health considerations, counseling experiences, recreational and leisure interests and activities, and strengths/obstacles related to work/probable future career path.	mental health considerations, counseling experiences, recreational and leisure interests and activities, and strengths/obstacles related to work/probable future career path.	mental health considerations, counseling experiences, recreational and leisure interests and activities, and strengths/obstacles related to work/probable future career path.	work experience, mental health considerations, counseling experiences, recreational and leisure interests and activities, and strengths/obstacles related to work/probable future career path.	
SCTS 4.0 Professionalism.1; CACREP (2024) III. D.2,7-8,11-2; CMHC: CACREP (2024) V.C.1; SC: CACREP (2024) V.H.11,19	Multicultural and Ethical Considerations 15%	Does not complete or does not identify multicultural and ethical considerations that might impact the interviewee in his/her career/ work/probable future career path (e.g. gender, cultural, ethical considerations, and personal issues) accurately.	Identifies multicultural and ethical considerations that might impact the interviewee in his/her career/ work/probable future career path (e.g. gender, cultural, ethical considerations, and personal issues) with no/inaccurate scholarly literature to support stance(s).	Examines multicultural and ethical considerations that might impact the interviewee in his/her career/ work/probable future career path (e.g. gender, cultural, ethical considerations, and personal issues) with no scholarly literature to support stance(s).	Applying limited scholarly literature, examines multicultural and ethical considerations that might impact the interviewee in his/her career/ work/probable future career path (e.g. gender, cultural, ethical considerations, and personal issues).	Applying scholarly literature, thoroughly examine multicultural and ethical considerations that might impact the interviewee in his/her career/ work/probable future career path (e.g. gender, cultural, ethical considerations, and personal issues).	
SCTS 4.0 Direct and Indirect Services.1-2;	Career Interest Inventory Application	Does not theorize your interviewee's Holland Code or MBTI preference	Identifies Holland Code or MBTI preference for interviewee. Does	Identifies Holland Code or MBTI preference for interviewee.	Identifies Holland Code or MBTI preference and supports theory	Thoroughly theorize your interviewee's Holland Code or MBTI preference	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
CACREP (2024) III. D.1-5; CMHC: CACREP (2024) V.C.1,4; SC: CACREP (2024) V.H.17-18	10%	and give evidence to support theory.	not give evidence to support theory.	Supports theory with minimal evidence.	with evidence for interviewee.	and give evidence to support theory, theorize your interviewee's Holland Code or MBTI preference and give evidence to support theory.	
SCTS 4.0 Direct and Indirect Services.1-2; CACREP (2024) III. D.1-5; CMHC: CACREP (2024) V.C.1,4; SC: CACREP (2024) V.H.17-18	Career Theory Application for Interviewee 15%	Does not identify nor support suggestions of application of Super, Krumboltz, and any other theories relevant to the interviewee.	Identifies Super, Krumboltz, and any other theories which might be relevant to the interviewee with no evidence to support suggestions.	Apply Super, Krumboltz, and any other theories which might be relevant to the interviewee with minimal evidence to support suggestions.	Apply Super, Krumboltz, and any other theories which might be relevant to the interviewee and give evidence to support suggestions.	Systematically apply and thoroughly evidence to support suggestions for Super, Krumboltz, and any other theories which might be relevant to the interviewee.	
SCTS 4.0 Direct and Indirect Services.1-2; Professionalism.-3; CACREP (2024) III.; D.2,6-12; CMHC: CACREP (2024) V.C.1,4; SC: CACREP (2024) V.H.15-19	Develop Interviewee Career Action Plan 20%	Does not discuss a client profile including identifying information and presenting issues. Does not create an individual career plan of action.	Describes a client profile, but does not include identifying information or issues presented. Does not create an individual career plan of action.	Describes a client profile, but may not include identifying information or issues presented, or the description is incomplete. Creates an individual career plan of action but the plan does not accurately reflect	Discuss a client profile including identifying information and presenting issues using an appropriate theory to aligns client information (interests, personality, values, skills, knowledge, and experience providing	Conceptualizes a client (including age, race, gender, family, work status, educational background, current educational status) using an appropriate theory to aligns client information (interests, personality, values,	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
				the client's assessment data and/or presenting issues.	specific evidence) using current labor market information, including education or training needed, employment trends, and expected salary to create an individual career plan of action including long-term goals, short-term goals, and counseling interventions and strategies	skills, knowledge, and experience providing specific evidence) using current labor market information, including education or training needed, employment trends, and expected salary to create an individual career plan of action including measurable long-term goals, measurable short-term goals, and well-aligned counseling interventions and strategies.	
SCTS 4.0 Professionalism.2; CACREP (2024) III. A.11	Reflection of Interview Process 15%	No attempt at self-criticism.	There is some attempt at self-criticism, but missing the self-reflection to demonstrate a new awareness of personal biases, etc.	There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc. Identify areas that need growth.	The reflection demonstrates ability of the candidate to question their own biases, stereotypes, preconception. Identify areas that need growth and identify supports.	The reflection demonstrates ability of the candidate to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result. Identify	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
						areas that need growth and development realistic action plans to remediate and/or develop professionally.	
SCTS 4.0 Professionalism.2; CACREP (2024) III. A.11; D.2,12	Communicate reflections related to cultural immersion exercise, cultural heritage and personal identity as they apply and impact personal practice using scholarly sources, professionally appropriate language, and writing mechanics acceptable for professional counseling settings. 5%	Does not communicate reflections related to cultural immersion exercise, cultural heritage and personal identity as they apply and impact personal practice using scholarly sources, professionally appropriate language, and writing mechanics acceptable for professional counseling settings.	Communicates reflections related to cultural immersion exercise, cultural heritage and personal identity; does not apply impact for personal practice. The writing has many APA errors and inconsistencies or incorrect grammar, punctuation, and mechanics.	Communicates reflections related to cultural immersion exercise, cultural heritage and personal identity as they apply and impact personal practice. The writing has many APA errors and inconsistencies or incorrect grammar, punctuation, and mechanics.	Communicates reflections related to cultural immersion exercise, cultural heritage and personal identity as they apply and impact personal practice using scholarly sources, professionally appropriate language, and writing mechanics acceptable for professional counseling settings.	Communicates reflections related to cultural immersion exercise, cultural heritage and personal identity as they apply and impact personal practice using scholarly sources, professionally appropriate language, and writing mechanics acceptable for professional counseling settings. The writing has no grammatical or APA errors.	

8. EDCO 508 Group Counseling and Group Work

<u>Group Proposal (30%)</u>**
CACREP (2024) III. F.1-9
CMHC: CACREP (2024) V.A.11; C.2; F.10
SC: CACREP (2024) V.H.5,12-13,15
SCTS 4.0 (School Counselors): Program Planning.1-3; Program Management 1-2; Direct
     and Indirect Services.1-2; Professionalism1-4
NBPTS (School Counselors): III-IV, IX-XI
To maintain good standing in the program, a minimum of 80% or higher on all key assessment assignments is needed.

Candidates will write a proposal for a psychoeducational/counseling group with a specific population (e.g., young boys/parental divorce, adolescent girls/bullying, college students/test anxiety, older adults/retirement planning). This proposal should be written in APA format and the body of the paper must be five to six (5-6) pages in length (This does not include title page, abstract, resources, references). Group proposals must be approved by the instructor prior to initiating group practicum. In addition, your proposal should include the following sections.

1. Title Page
2. Abstract
3. Type of Group (e.g., psychoeducational, open/closed)
4. Population
5. Modality (e.g., in-personal, virtual/telehealth)
6. Pre-Group Activities (needs assessment, site approval, recruiting, screening, consent, ethical and legal implications)
7. Rationale, Goals, and Objectives
8. Theoretical Orientation and Developmental Theory; include exploration of role of the group leader/facilitator
9. Rights and Expectations of Group Members
10. Basic Ground Rules
11. Unit Outline and Topics for Six [6] Group Sessions
12. Evaluation and Follow-Up
13. Counselor Development for this Proposal
13. References and Resources

Standards	Criteria *(Each criteria is expected to be substantiate your plan with scholarly literature concerning appropriateness/effective ness for your proposed group.)*	Not Met (0 pts)	Deficient (1 pt)	Developing (2 pts)	Meets Expectations (3 pts)	Exceeds Expectations (4 pts)
SCTS 4.0: Program Planning.1; Professionalism. 1;	Statement of purpose (10%) • *Identify Type of Group*	Did not address the	Slightly addressed the criteria.	Moderately addressed the criteria.	Addressed all requirement of the criteria.	Comprehensively addressed all requirements for the criteria.

		Did not address the criteria.	Slightly addressed the criteria.	Moderately addressed the criteria.	Addressed all requirement of the criteria.	Comprehensively addressed all requirements for the criteria.
CACREP (2024) III. F.5-7; CMHC: CACREP (2024) V.C.2; SC: CACREP (2024) V.H.12-13	• *Explanation of the chosen group and a rationale for its importance or need. Consider appropriateness to align with group members (i.e. cultural, ethical, and legal implications). Support with scholarly literature.)*	criteria.				
SCTS 4.0: Program Planning.1-3; Program Management 1; Professionalism 3	Target Population (5%) *including why this population was selected, needs of this group, age, grade, gender, homogeneous/heterogeneous*	Did not address the criteria.	Slightly addressed the criteria.	Moderately addressed the criteria.	Addressed all requirement of the criteria.	Comprehensively addressed all requirements for the criteria.
SCTS 4.0: Program Planning.1; Professionalism. 1; CACREP (2024) III. F.6-7; CMHC: CACREP (2024) V.C.2; SC: CACREP (2024) V.H.13	Modality (5%) *Setting –location (agency, hospital, school-based, etc.) Logistics – time, length of the sessions, place/location/modality of sessions (duration, and time for your group)*	Did not address the criteria.	Slightly addressed the criteria.	Moderately addressed the criteria.	Addressed all requirement of the criteria.	Comprehensively addressed all requirements for the criteria.
SCTS 4.0: Program Planning.1-3; Program Management 1; Direct and Indirect Services.1-2; Professionalism1 , 3-4; CACREP (2024) III. F.3,5,7,9 CMHC: CACREP (2024) V.C.2; SC: CACREP (2024) V.H.12	Pre-Group Activities (10%) • *Needs assessment, site approval, recruiting, screening, consent, how members will be selected – [self-referral, school counselor or parent referral, mandated clients, or needs assessment; how you will select clients.* • Discuss any ethical *[utilizing the ACA 2014 code of ethics]*	Did not address the criteria.	Slightly addressed the criteria.	Moderately addressed the criteria.	Addressed all requirement of the criteria.	Comprehensively addressed all requirements for the criteria.

	and multicultural issues that may arise or need to be considered for your group.					
SCTS 4.0: Program Planning.1-3; Program Management 1; Direct and Indirect Services.1-2; Professionalism1, 3-4; CACREP (2024) III. F.1-3,6,8; CMHC: CACREP (2024) V.C.2; SC: CACREP (2024) V.H.13,15	Rationale, Goals, and Objectives for the Group (30%) *Develop overall rationale, goal and objectives for the group and then develop 6 sessions. Session 6 is the final closing activity/session for the entire group process. For each session, the following should be included:* *SESSION #-Plan for each session – (5pts each)* • *Objective for each session – 1 pts* • *ACA 2014 Code of Ethics addressed – 1 pts* • *Icebreaker – 1 pts* • *Agenda for session-explaining how you will facilitate the group session - 1 pts* • *Closing activity for each session - 1 pts*	Did not address the criteria.	Slightly addressed the criteria.	Moderately addressed the criteria.	Addressed all requirement of the criteria.	Comprehensively addressed all requirements for the criteria.
SCTS 4.0: Program Planning.1,3; Direct and Indirect Services.1-2; Professionalism1-4; CACREP (2024) III. E.21; F.1-2,4,8; CMHC: CACREP (2024) V.C.2; SC: CACREP (2024) V.H.13,15	Theoretical Orientation and Developmental Theory (15%) • Identify a potential theory that you would use in your group; substantiate appropriateness for your group and its members • Group leader/facilitator	Did not address the criteria.	Slightly addressed the criteria.	Moderately addressed the criteria.	Addressed all requirement of the criteria.	Comprehensively addressed all requirements for the criteria.

		Did not address the criteria.	Slightly addressed the criteria.	Moderately addressed the criteria.	Addressed all requirement of the criteria.	Comprehensively addressed all requirements for the criteria.
	skills – discuss the skills the leader should have to facilitate this group *(discuss therapeutic factors that will be important to your group).*					
SCTS 4.0: Program Planning.1,3; Direct and Indirect Services.1-2; Professionalism1,3; CACREP (2024) III. F.3,9 CMHC: CACREP (2024) V.C.2; SC: CACREP (2024) V.H.12-13,15	Rights and Expectations of Group Members (5%) • Discuss any ethical *[utilizing the ACA 2014 code of ethics]* **and** multicultural issues that may arise or need to be considered for your group • Explain potential resistant/challenging issues given the type of group and age of the clients as well as identify strategies that you might use to address these resistant/challenging clients • Basic ground rules	Did not address the criteria.	Slightly addressed the criteria.	Moderately addressed the criteria.	Addressed all requirement of the criteria.	Comprehensively addressed all requirements for the criteria.
SCTS 4.0: Program Management 1-2; Direct and Indirect Services.1-2; Professionalism1-4;3,-9 CMHC: CACREP (2024) V.C.2 SC: CACREP (2024) V.H.5	Evaluation and Follow-up (5%) *Identify a method of evaluation of effectiveness for the proposed group (i.e. – pre-post tests, inventory such a Beck depression, grades, etc.); How do you know the effectiveness of your group?*	Did not address the criteria.	Slightly addressed the criteria.	Moderately addressed the criteria.	Addressed all requirement of the criteria.	Comprehensively addressed all requirements for the criteria.
SCTS 4.0: Professionalism.2; CMHC: CACREP (2024) V.A.11; F.10	Counselor Development (5%): Identify learning applied to this proposal from your direct experience as a group member during this course	Did not address the criteria.	Slightly addressed the criteria.	Moderately addressed the criteria.	Addressed all requirement of the criteria.	Comprehensively addressed all requirements for the criteria.

SCTS 4.0: Program Planning.1-2; Program; Direct and Indirect Services.1-2; Professionalism 1; CACREP (2024) III. F.2,5-6,9; CMHC: CACREP (2024) V.C.2 SC: CACREP (2024) V.H.12-13,15	Any forms to be utilized (5%) *-permission letter/ informed consent (make sure to note limits of confidentiality)* *-letters to parents, flyers, passes, needs assessment, etc.*	Did not address the criteria.	Slightly addressed the criteria.	Moderately addressed the criteria.	Addressed all requirement of the criteria.	Comprehensively addressed all requirements for the criteria.
SCTS 4.0: Professionalism 1; CACREP (2024) III. F.2,5-6,9; CMHC: CACREP (2024) V.C.2 SC: CACREP (2024) V.H.12-13,15	Reference and Resources Page (5 %): Cite all activities/ice breakers and supportive literature	Did not address the criteria.	Slightly addressed the criteria.	Moderately addressed the criteria.	Addressed all requirement of the criteria.	Comprehensively addressed all requirements for the criteria.

9. EDCO 509 Research and Program Evaluation

Research Project** (30%)
CACREP (2024) III.H.1-11
CMHC: CACREP (2024) V.C.1
SC: CACREP (2024) V.H.5,11,15
SCTS 4.0 (School Counselors): Planning. 1-3; Program Management.1-2; Direct and Indirect Services. 1-2; Professionalism.1-2, 4

NBPTS (School Counselors): I-V, IX
To maintain good standing in the program, a minimum of 80% or higher on all key assessment assignments is needed.

Candidates will give a class presentation on a hypothetical research project of their own design. The presentation will be in PowerPoint format and will include the essential components of a research project including anticipated statistical analysis procedures. Special consideration must be paid to the ethical and legal issues and practices important to conducting research with human subjects. The presentation will be limited to 10 minutes. A 1-page summary will be provided to the instructor at the time of the presentation.

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
SCTS 4.0 Planning. 1-2; Direct and Indirect Services. 2; Professionalism.1-2,4; CACREP (2024) III.H.1,11; CMHC: CACREP (2024) V.C.1 ; SC: CACREP (2024) V. 5	**Presentation (20%)**	PowerPoint Presentation will be fewer than 8 minutes and is missing several parts of the task. Slides designed do not support the theme/content of the presentation. There is no clear plan for the organization of information. The presenter does not display a professional manner. The presenter reads the presentation word for word. Presenter does not appear knowledgeable about his/her study.	PowerPoint Presentation will be fewer than 8 minutes or many slides designed do not support the theme/content of the presentation. Most information is not logically sequenced. Numerous slides or items of information seems out of place.	PowerPoint Presentation will be fewer than 8 minutes or some slides designed do not support the theme/content of the presentation. Some information is logically sequenced. An occasional slide or item of information seems out of place. The presenter is not fulfilling two of the following areas: The presenter acts in a	PowerPoint Presentation will be 8-12 minutes. Some parts of the task are completed partially and support the theme/content of the presentation. Most information is organized in a clear, logical way. One slide or item of information seems out of place. The presenter is not fulfilling one of the following areas: The presenter acts in a professional manner, is knowledgeable about his/her study.	PowerPoint Presentation will be 8-10 minutes. All parts of the task are completed fully and support the theme/content of the presentation. Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next slide. The presenter acts in a professional manner, is knowledgeable about his/her study. Speaker uses a clear, audible	

		Speaker does not use a clear, audible voice. Delivery is not poised, controlled, and smooth. Information was not well communicated. Numerous filler words ("umm," "like," etc.) were used. Speaker is not dressed appropriately. Missing one-page instructor provided summary.	The presenter is not fulfilling three of the following areas: The presenter acts in a professional manner, is knowledgeable about his/her study. Speaker uses a clear, audible voice. Delivery is poised, controlled, and smooth. Information was well communicated. Limited use of filler words ("umm," "like," etc.). Speaker is dressed appropriately. Incomplete one-page instructor provided summary.	professional manner, is knowledgeable about his/her study. Speaker uses a clear, audible voice. Delivery is poised, controlled, and smooth. Information was well communicated. Limited use of filler words ("umm," "like," etc.). Speaker is dressed appropriately. One-page instructor summary provided.	Speaker uses a clear, audible voice. Delivery is poised, controlled, and smooth. Information was well communicated. Limited use of filler words ("umm," "like," etc.). Speaker is dressed appropriately. One-page detailed instructor summary provided.	voice. Delivery is poised, controlled, and smooth. Information was well communicated. Limited use of filler words ("umm," "like," etc.). Speaker is dressed appropriately. One-page well-detailed instructor summary provided.
SCTS 4.0 Planning. 1-2; Program Management.1; Professionalism.1; CACREP (2024) III.H.10; CMHC: CACREP (2024) V.C.1; SC: CACREP (2024) V. 5	**Research Question** *(Counseling Topic) (10%)*	Candidate does not ask a question about a **specific** situation or problem.	Candidate asks a question about a **specific** situation or problem/topic. Question does not relates to the prompt of the assignment.	Candidate asks a question about a **specific** situation or problem/topic. Question relates to the prompt of the assignment.	Candidate asks a question about a **specific** situation or problem/topic. Your question relates to the prompt of the assignment. Question requires that you analyze, synthesize, and/or evaluate	Candidate asks a question about a **specific** situation or problem/topic. Your question relates to the prompt of the assignment. Question requires that you analyze, synthesize, and/or evaluate. Candidate's question is a big question. Its answer cannot be "found"; it must be created. There is not a single right answer. People with different

					values, experiences and beliefs may disagree with your answer or see it in another way.	
SCTS 4.0 Planning. 1-2; Program Management.1-2; Professionalism.1-2; CACREP (2024) III.H.1-2,6-11; CMHC: CACREP (2024) V.C.1 SC: CACREP (2024) V. 5,11,15	**Rationale/ Purpose of the study and Hypothesis(es)/Expected Results (30%)**	Statement of the problem, significance, purpose, questions/hypotheses, or definitions of constructs and variables were omitted or inappropriate.	Although a research issue is identified, the fails to establish the importance of the problem area. The research purpose, questions, hypotheses, or definitions of constructs and variables are not formed to connect to the description of the problem. Connections to the literature are inaccurate.	Although a research issue is identified, the statement is too broad or the description fails to establish the importance of the problem area. The research purpose, questions, hypotheses, or definitions of constructs and variables are poorly formed, ambiguous, or not logically connected to the description of the problem. Connections to the literature are unclear or debatable.	Identifies a relevant research issue. Research questions are succinctly stated, connected to the research issue, and supported by the literature. Constructs and variables have been identified and described. Connections are established with the literature.	Presents a significant research problem related to counseling. Articulates clear, reasonable research questions given the purpose, design, and methods of the proposed study. All constructs and variables have been appropriately defined. Propositions are clearly supported from the research and theoretical literature. All elements are mutually supportive.	
SCTS 4.0 Planning. 1-2; Program Management.1-2; Direct and Indirect Services.1-2; Professionalism.1-2; CACREP (2024) III.H.3;5; CMHC: CACREP (2024) V.C.1 SC: CACREP (2024) V. 5	**Methodology** *(Considerations: Data Collection, Data Analysis, Time Frame, Budget, and Ethical Practice) (20%)*	The research design is inappropriate or has not been identified and or described using standard terminology. Limitations and assumptions are omitted. Procedures for treatments and gathering data were omitted.	The research design is incomplete given the research questions and sampling strategy. Procedures (permissions, treatments, and data gathering) were incomplete and did not connect to research question.	The research design is confusing or incomplete given the research questions and sampling strategy. Important limitations and assumptions have not been identified. Procedures (permissions, treatments, and data gathering) were confusing, incomplete, or	The research design has been identified and described in sufficiently detailed terms. Some limitations and assumptions have been identified. Procedures for implementing the study (permissions, treatments, and data gathering) were identified and described in a chronological fashion.	The purpose, questions, and design are mutually supportive and coherent. Attention has been given to eliminating alternative explanations and controlling extraneous variables. Appropriate and important limitations and assumptions have been clearly stated. Procedures were thorough, manageable,	

				lacked relevance to purpose, research questions, or sampling strategy.		coherent, and powerful for generating valid and reliable data. Procedures were chronological and replicable, with clear distinctions between researcher and participant actions. Clear and reasonable strategies were presented for seeking permissions and for the ethical treatment of human subjects.	
SCTS 4.0 Planning. 1-2; Program Management.1-2; Professionalism.1; CACREP (2024) III.H.1,9-11; CMHC: CACREP (2024) V.C.1 SC: CACREP (2024) V. 5,11,15	**Population and Sample (20%)**	The context, population, or sample was not identified or described. The sampling strategy was not described for the research questions.	The context, population, or sample was identified, not or described. The sampling strategy was inappropriate for the research questions	The description of the context, population, or sampling strategy was confusing, lacked relevance to the purpose, was incomplete, or failed to identify specific quantitative or qualitative details.	The context, population, and sampling strategy was adequately identified and described. The size of the population, sample, and comparison groups was identified.	The description of the context and population was meaningful, including both quantitative and qualitative description. The sampling process was reasonable to recruit a representative sample of the population. Attention was given to controlling for extraneous factors and sampling error.	

Psychopathology Case Study and Diagnosis Paper **(20%)
CACREP (2024) III. C.11; E.1,10-15,18; G.5-9,11-12,16
CMHC: CACREP (2024) V. C.1,4-5
SC: CACREP (2024) V. H. 11-15
SCTS 4.0 (School Counselors): Direct and Indirect Services. 1-2; Professionalism.1,3,5
NBPTS (School Counselors): II-VIII, IX, XI
To maintain good standing in the program, a minimum of 80% or higher on all key assessment assignments is needed.

Psychopathology refers to the study of mental disorders in terms of their causes, development, course, classification, and treatment for maladaptive personality traits. Each candidate will select from one of the presented case studies. The candidate will then prepare a diagnostic summary and treatment plan. The paper will be 5-6 pages, following APA style. At least three peer-reviewed sources, from the last 5 years, must be included. The paper must include the following:

> a. Identify one diagnosis you find interesting, want to know more about, or hope to work with future clients with.
> b. Include a summary of the diagnosis, in depth, with one theoretical view of the etiology and treatment
> c. Assessment techniques used to reach diagnostic conclusion appropriate for desired future counseling population (consider ethical and legal implications)
> d. Treatment objectives with a treatment plan (with cultural and developmental considerations given).
> e. Interventions supported with rationale
> f. Examination of one commonly prescribed psychopharmacological medication supportive of treatment goals if needed/desired (e.g. classification, effects, purpose)
> g. Prognosis

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
SCTS 4.0: Direct and Indirect Services. 1; Professionalism.1; CACREP (2024) III. G.11-12,16 CMHC: CACREP (2024) V. C.4 SC: CACREP (2024) V. H. 11-12	Diagnostic Criteria Examination 15%	Does not use the decision trees and tables provided for DSM-5 Differential Diagnosis, or does not use each of the six steps or provide a rationale in developing a differential diagnosis.	Uses the decision trees and tables provided for DSM-5 Differential Diagnosis and identifies a differential diagnosis using some of the six steps, but does not provide a rationale	Uses the decision trees and tables provided for DSM-5 Differential Diagnosis and identifies a differential diagnosis using the six steps, but does not provide a rationale.	Uses the decision trees and tables provided for DSM-5 Differential Diagnosis to develop a differential diagnosis, using the six steps.	Uses the decision trees and tables provided for DSM-5 Differential Diagnosis to develop a differential diagnosis using the six steps, and provides thorough rationale.	
SCTS 4.0: Direct and Indirect Services. 1-2; Professionalism.1,3,5; CACREP (2024) III. C.11; E.1,10-11,13,15; CMHC: CACREP (2024) V. C.5 SC: CACREP (2024) V. H. 13-15	Theoretical view of the etiology and treatment for the diagnosis selected. 15%	Does not explain one major psychodynamic theory as it applies to a specific diagnosis.	Identifies one major psychodynamic theory and inaccurately applies to a specific diagnosis.	Outlines one major psychodynamic theory as it applies to a specific diagnosis, omitting one or more key details.	Explains one major psychodynamic theory as it applies to a specific diagnosis.	Explains one major psychodynamic theory as it applies to a diagnosis, and identifies assumptions on which the theory is based using scholarly literature for support.	
SCTS 4.0: Direct and Indirect Services. 1-2; Professionalism.1,3,5; CACREP (2024) III. G.5-9,11-12,16 CMHC: CACREP (2024) V. C.4;	Analyze effectiveness of the selected assessment tool based on measurement constructs for diagnostic purposes. 15%	Does not analyze the effectiveness of the selected assessment tool.	Analyzes the effectiveness of the selected assessment tool, but the analysis is limited and not based on measurement constructs.	Analyzes the effectiveness of the selected assessment tool, but the analysis is limited or not based on measurement constructs.	Analyzes effectiveness of the selected assessment tool based on measurement constructs.	Analyzes effectiveness of the selected assessment tool based on measurement constructs with support from the scholarly literature.	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
SC: CACREP (2024) V. H. 15							
SCTS 4.0: Direct and Indirect Services. 1; Professionalism.1,3; CACREP (2024) III. C.11; E.1,10-11,13,15; G.5-9,11-12,16 CMHC: CACREP (2024) V. C.4-5 SC: CACREP (2024) V. H. 11-15	Explain appropriate application of psychodynamic techniques. 15%	Does not explain appropriate application of psychodynamic techniques and practices for the diagnosis presented.	Inaccurately outlines application of psychodynamic techniques and practices for the diagnosis presented.	Outlines appropriate application of psychodynamic techniques and practices for the diagnosis presented.	Explains appropriate application of psychodynamic techniques and practices for the diagnosis presented.	Explains appropriate application of psychodynamic techniques and practices for the diagnosis presented, and supports this explanation with evidence from scholarly literature.	
SCTS 4.0: Direct and Indirect Services. 1; Professionalism.1,3,5; CACREP (2024) III. C.11; E.10-15; CMHC: CACREP (2024) V. C.5 ; SC: CACREP (2024) V. H. 15	Culturally Relevant and Developmentally appropriate Comprehensive Treatment Plan Selecting Achievable Goals and Measurable objectives 20%	Demonstrated minimal major components of a treatment plan. Did not create clear generalized goals relevant to the diagnosis with behaviorally measurable objectives. Does not explain both a Cultural and developmental factor that may influence the application of this therapeutic approach with this client.	Demonstrated only some of the major components of a treatment plan. Limited ability to assess the issues and/or did not create clear generalized goals with behaviorally measurable objectives. Inaccurately identifies a cultural or developmental factor that may influence the application of this therapeutic approach with this client.	Demonstrated some parts of the analysis of all aspects to treatment planning and/or communicated the plan in somewhat of an understandable manner. Assesses the issues and selects problems that are the priority and greatest need through some understanding of the case conceptualization, client motivation and real-world influences, then creates generalized goals with behaviorally measurable objectives. Identifies a	Demonstrated an analysis of all aspects to treatment planning and communicated the plan in a mostly coherent, integrated and understandable manner. Assesses the issues and selects problems that are the priority and greatest need through understanding the case conceptualization, client motivation and real-world influences, then creates generalized goals with behaviorally measurable	Demonstrated a thoughtful, thorough analysis of all aspects to treatment planning and communicated the plan in a coherent, integrated and understandable manner. Accurately assesses the issues and selects problems that are the priority and greatest need through understanding the case conceptualization, client motivation and real-world influences, then creates generalized goals with behaviorally	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
				cultural and developmental factor that may influence the application of this therapeutic approach with this client.	objectives. Explains a cultural and developmental factor that may influence the application of this therapeutic approach with this client.	measurable objectives. Explains a cultural and developmental factor that may influence the application of this therapeutic approach with this client, and supports this explanation with evidence from scholarly literature.	
SCTS 4.0: Direct and Indirect Services.1-2; CACREP (2024) III. E.18; CMHC: CACREP (2024) V. C. 1,5 SC: CACREP (2024) V. H. 14-15	Psychopharmacological medication supportive of treatment goals examination 10%	Identifies one commonly prescribed psychopharmacological medication but not supportive of treatment goals.	Identify one commonly prescribed psychopharmacological medication minimally supportive of treatment goals if needed/desired (e.g. classification, effects, purpose).	Identify one commonly prescribed psychopharmacological medication supportive of treatment goals if needed/desired (e.g. classification, effects, purpose).	Examine one commonly prescribed psychopharmacological medication supportive of treatment goals if needed/desired (e.g. classification, effects, purpose).	Comprehensively examine one commonly prescribed psychopharmacological medication supportive of treatment goals if needed/desired (e.g. classification, effects, purpose).	
SCTS 4.0: Direct and Indirect Services. 1-2; Professionalism.1,3,5; CACREP (2024) III. C.11; E.14- 15; CMHC: CACREP (2024) V. C.5 SC: CACREP (2024) V. H. 15	Prognosis 5%	Demonstrated little analysis of how change will be measured.	Demonstrated one means of analysis of how change will be measured.	Demonstrated parts of analysis of how change will be measured through either client records, self-report methods, in session-observations, clinician ratings, pre-post comparisons, standardized tests, and/or scholarly literature.	Demonstrated a basic analysis of how change will be measured through either client records, self-report methods, in session-observations, clinician ratings, pre-post comparisons, standardized tests, and/or scholarly literature.	Demonstrated a thoughtful analysis of how change will be measured through either client records, self-report methods, in session-observations, clinician ratings, pre-post comparisons, standardized tests, and/or scholarly literature.	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
SCTS 4.0 Professionalism.2 CMHC: CACREP (2024) V. C.5; SC: CACREP (2024) V. H. 15	Professional Written Communication 5%	Paper does not meet the graduate-level expectations: spelling, grammar, APA format, title page, headings, etc., references/citations are used that support your work throughout your paper (i.e. in terms of specific approaches, theories, and models), the paper demonstrates the synthesis and integration of ideas, and your understanding of theory and practice concepts, and the paper is well written, there is a logical flow, and there is a connection of ideas.	Paper meets one or two of the graduate-level expectations: spelling, grammar, APA format, title page, headings, etc., references/citations are used that support your work throughout your paper (i.e. in terms of specific approaches, theories, and models), the paper demonstrates the synthesis and integration of ideas, and your understanding of theory and practice concepts, and the paper is well written, there is a logical flow, and there is a connection of ideas.	Paper meets some of the graduate-level expectations: spelling, grammar, APA format, title page, headings, etc., references/citations are used that support your work throughout your paper (i.e. in terms of specific approaches, theories, and models), the paper demonstrates the synthesis and integration of ideas, and your understanding of theory and practice concepts, and the paper is well written, there is a logical flow, and there is a connection of ideas.	A well-written paper that meets graduate-level expectations: spelling, grammar, APA format, title page, headings, etc., references/citations are used that support your work throughout your paper (i.e. in terms of specific approaches, theories, and models), the paper demonstrates the synthesis and integration of ideas, and your understanding of theory and practice concepts, and the paper is well written, there is a logical flow, and there is a connection of ideas.	A well-written paper that exceeds graduate-level expectations: spelling, grammar, APA format, title page, headings, etc., references/citations are used that support your work throughout your paper (i.e. in terms of specific approaches, theories, and models), the paper demonstrates the synthesis and integration of ideas, and your understanding of theory and practice concepts, and the paper is well written, there is a logical flow, and there is a connection of ideas.	

11. EDCO 602 Elementary & Secondary School Counseling Strategies (3 credits)

School Counseling Program Presentation* (20%)
CACREP (2024) III.A.2-4, 9; D.10-11; H.2,7-8; E.11
CACREP (2024) V.H.2, 4-6,15,19
SCTS 4.0 (School Counselors): Planning. 1-3; Program Management.1-2; Direct and Indirect Services. 1-2; Professionalism. 1-5
NBPTS (School Counselors): I-III, V-VI, IX
To maintain good standing in the program, a minimum of 80% or higher on all key assessment assignments is needed.

Working in groups (minimum of 2 and maximum of 3), candidates are to design a presentation reviewing a curriculum program used in schools. Examples include: Green Dot, Kelsoe's Choice, Reconnecting Youth, Second Step, Speak Up Be Safe, Steps to Respect, Too Good for Drugs, Signs of Suicide, etc. The audience should be presented with an overview of the program including aspects such as: the name, year developed, topic, population/grade level, number of lessons, cultural relevance, feasibility of delivery, affordability, training requirements, role of the counselor and understanding of employability, evidence of effectiveness, etc. The length of the presentation should be 30 to 45 minutes – use of visuals and class involvement is highly recommended. Groups must email a complete presentation (use a visual modality such as PowerPoint or Prezi) to the instructor at least 24-hours in advance to ensure materials are received and can be used appropriately. Groups will be graded for the most part as a whole group, but 5 points are specific to each individual's ability to professionally present within the group.

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
SCTS 4.0: Planning. 1-3; CACREP (2024) III.A.2-4; D.10-11; H.2,7-8; E.11; CACREP (2024) V.H.2,4-5,15,19	School Curriculum Program Overview (15%)	Did not accurately describe the development of the program and its purpose along with program protocols, training requirements, and affordability.	Minimally described or the majority of information shared was inaccurate for the development of the program and its purpose along with program protocols, training requirements, and affordability. School counseling program recognizes that growth in all three domains of academic, career, and social/emotional development is necessary for candidates to be successful now and later in life.	Described the development of the program and its purpose along with program protocols, training requirements, and affordability; missing some pertinent information. School counseling program recognizes that growth in all three domains of academic, career, and social/emotional development is necessary for candidates to be successful now and later in life; curriculum addresses some areas.	Described the development of the program and its purpose along with program protocols, training requirements, and affordability. School counseling program recognizes that growth in all three domains of academic, career, and social/emotional development is necessary for candidates to be successful now and later in life; curriculum addresses all areas.	Thoroughly described the development of the program and its purpose along with program protocols, training requirements, and affordability. School counselors provide a school counseling program that helps all students enhance their career development and successfully navigate postsecondary education and the world of work, while recognizing that growth in all three domains of academic, career, and social/emotional development is necessary for students to be successful now and later in life.	
SCTS 4.0 Program Management 1-2; CACREP (2024) III.A.4; D.11; E.11 CACREP (2024) V.H.5,15,19	Program Alignment to School Needs (15%)	No analyzation or inaccurate analysis of the program's alignment/appropriateness for the school's needs was present (i.e., strengths, weaknesses, cultural relevance, ethical, and legal implications, feasibility of delivery to be considered.)	Minimal analyzation of or with some errors the program's alignment/appropriateness for the school's needs was present (i.e., strengths, weaknesses, cultural relevance, ethical, and legal implications, feasibility of delivery to be considered.)	Some analyzation of the program's alignment/appropriateness for the school's needs was present (i.e., strengths, weaknesses, cultural relevance, ethical, and legal implications, feasibility of delivery to be considered.)	Analyzed the program's alignment/appropriateness for the school's needs (i.e., strengths, weaknesses, cultural relevance, ethical, and legal implications, feasibility of delivery to be considered.)	Thoroughly analyzed the program's alignment/appropriateness for the school's needs (i.e., strengths, weaknesses, cultural relevance, ethical, and legal implications, feasibility of delivery to be considered.)	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
SCTS 4.0: Planning. 1-3; Direct and Indirect Services. 1-2; Professionalism. 1-2,4-5; CACREP (2024) III.A.2-4, 9; CACREP (2024) V.H.6	Program Counselor Role (15%)	Did not identify or inaccurately identified the counselor's role with introducing, implementing and maintaining the program for the school with all stakeholders (i.e. principals, teachers, students, parent/guardian(s), community). Does not identify the likelihood of role in relation to current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession.	Identified, with may errors, the counselor's role with introducing, implementing and maintaining the program for the school with all stakeholders (i.e. principals, teachers, students, parent/guardian(s), community). Identifies likelihood of role in relation to current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession.	Identified the counselor's role with introducing, implementing and maintaining the program for the school with all stakeholders (i.e. principals, teachers, students, parent/guardian(s), community). Describes partially the likelihood of role in relation to current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession.	Described the counselor's role with introducing, implementing and maintaining the program for the school with all stakeholders (i.e. principals, teachers, students, parent/guardian(s), community). Describes likelihood of role in relation to current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession.	Described in detail the counselor's role with introducing, implementing and maintaining the program for the school with all stakeholders (i.e. principals, teachers, students, parent/guardian(s), community). Examines likelihood of role in relation to current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession.	
SCTS 4.0: Program Management.1-2; Direct and Indirect Services. 1-2; Professionalism. 1-3 ; CACREP (2024) III. H.2,7-8; E.11; CACREP (2024) V.H.5-	Program Effectiveness (15%)	Did not analyze the program's evidence of effectiveness or was analyzed inaccurately.	Minimally analyzed program's evidence of effectiveness with some errors.	Analyzed some of the program's evidence of effectiveness.	Analyzed program's evidence of effectiveness.	Thoroughly analyzed program's evidence of effectiveness.	
SCTS 4.0: Planning. 2;	Professional Presentation	The presentation was shorter than 30 minutes. The PowerPoint does not	The presentation was shorter than 30 minutes. The PowerPoint meet	The presentation was 30 to 45 minutes. The PowerPoint meets some	The presentation was 30 to 45 minutes, used of visuals involved the class	The presentation was 30 to 45 minutes, used symbolic/meaningful	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
Professionalism. 1-2,4-5 ; CACREP (2024) III.A.2-4; CACREP (2024) V.H.6	(15%)	meet the requirements for a professional counseling presentation.	minimal requirements for a professional counseling presentation.	of the requirements for a professional counseling presentation	some. The PowerPoint meets many of the requirements for a professional counseling presentation.	visuals and involved the class. The presentation meets the requirements for a professional counseling presentation, exceeding expectations for a counselor-in-training.	
STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
SCTS 4.0 m. 5;				the actual presentation. During the class presentation relays some basic information—most relates to the topic with some organization.	Participated in all aspects of the group's development of the presentation and the actual presentation. During the class presentation relays pertinent information—most relates to the topic in an organized manner.	Participated in all aspects of the group's development of the presentation and the actual presentation. Assumed leadership role as necessary. During the class presentation relays a great deal of information—all relates to the topic in a comprehensive organized manner.	

12. EDCO 602 Elementary & Secondary School Counseling Strategies

Special Population Research Paper **(20%)
CACREP (2024) III.A.4;B.1-7; E.11
SC: CACREP (2024) V.H.6, 11-15,19
SCTS 4.0 (School Counselors): Direct and Indirect Services.1-2; Professionalism.1,3
NBPTS (School Counselors): III, IV, V, X
To maintain good standing in the program, a minimum of 80% or higher on all key assessment assignments is needed.

Compose a paper (5-6 pages) on working with a specific population of students present in schools today. The paper should briefly describe the difficulties of students from this population of schools. The bulk of the paper should focus on specific interventions designed to meet the needs of these students at their corresponding developmental levels (e.g., elementary versus secondary) and how school counselors can help these students. This paper should be APA style and must include at least 3 peer-reviewed references. You must discuss your choice of population with the instructor. Some of these specific populations are: abused children, ADHD, the slow learner, gifted and talented children, children with reading difficulties, siblings of handicapped children, children of divorce, children living in poverty, children of alcoholics, anxious children, children of single-parent households, etc.

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
SCTS 4.0: Direct and Indirect Services.2; Professionalism.1,3; CACREP (2024) III. B.1-7; SC: CACREP (2024) V.H.11	Student Population within Schools 30%	Does not or inaccurately identifies student population's difficulties experienced.	Identify some, or with some inaccuracy, student population's difficulties experienced.	Identify student population selected and their difficulties experienced with some support from scholarly literature	Described the student population selected and their difficulties experienced with support from scholarly literature.	Thoroughly describes the student population selected and their difficulties experienced with an abundance of support from scholarly literature.	
SCTS 4.0: Direct and Indirect Services.1-2; Professionalism.1,3; CACREP (2024) III.A.4; E.11; SC: CACREP (2024) V.H.15	Developmental Level Intervention Implication 40%	Do not identify or with inaccuracy identify specific interventions designed to meet the needs of these students accounting for their corresponding	Identify some, or with some inaccuracy, specific interventions designed to meet the needs of these students accounting for their corresponding developmental levels.	Identify specific interventions designed to meet the needs of these students accounting for their corresponding developmental levels. Examine effectiveness with some support from scholarly literature	With a clear and concise manner, identify specific interventions designed to meet the needs of these students accounting for their corresponding developmental levels. Examine effectiveness	With a clear and concise manner, examine specific interventions designed to meet the needs of theses students accounting for their corresponding developmental levels. Examines effectiveness	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
		developmental levels.			with support from scholarly literature	with an abundance of support from scholarly literature.	
SCTS 4.0: Direct and Indirect Services.1-2; Professionalism.1; CACREP (2024) III.A.4; SC: CACREP (2024) V.H.6	School Counselor Roles 20%	Identify some of the school counselor roles with this student population accounting for their areas of difficulty. No scholarly literature is used to support stance(s). OR Inaccurately identified school counselor roles.	Describe some of the school counselor roles with this student population accounting for their areas of difficulty. Some roles (i.e. leader, advocate, etc.) are supported with scholarly literature.	Describe the school counselor roles with this student population accounting for their areas of difficulty. Some roles (i.e. leader, advocate, etc.) are supported with scholarly literature.	Describe the school counselor roles with this student population accounting for their areas of difficulty. All roles (i.e. leader, advocate, etc.) are supported with scholarly literature.	Examine the school counselor roles with this student population accounting for their areas of difficulty. All roles (i.e. leader, advocate, etc.) are supported with scholarly literature.	
SCTS 4.0 Professionalism.1; CACREP (2024) III.A.4; SC: CACREP (2024) V.H.6	Communicate effectively, in a scholarly and professional manner, through the appropriate application of grammar, punctuation, spelling, writing mechanics, and professional tone, while adhering to APA current edition formatting and style. 10%	Does not communicate effectively, in a scholarly and professional manner, through the appropriate application of grammar, punctuation, spelling, writing mechanics, and professional tone, while adhering to APA current edition formatting and style.	Some communication in a professional, scholarly manner, but writing, grammar/mechanics, APA, and overall content need improvement and may be unclear.	Communicates in a professional, scholarly manner, but writing, grammar/mechanics, APA, and overall content need improvement and may be unclear.	Communicates effectively, in a scholarly and professional manner, through the appropriate application of grammar, punctuation, spelling, writing mechanics, and professional tone, while adhering to APA current edition formatting and style.	Communicates effectively, in a scholarly and professional manner, through the appropriate application of grammar, punctuation, spelling, writing mechanics, and professional tone, while adhering to APA current edition. Writing is concise and ideas are cohesive and logical.	

13. EDCO 603 School Counseling Practicum

<u>Classroom Guidance Activity** (15%)</u>
CACREP (2024) III.A.2-4; B.8-9; H.2,7; E.10-11,14
SC: CACREP (2024) V.H.5-7,11,15
SCTS 4.0 (School Counselors): Planning. 1-3
NBPTS (School Counselors): 1-III, V
**To maintain good standing in the program, a minimum of 80% or higher on all key assessment
assignments is needed.**

Practicum students will complete a minimum of **four (4) classroom guidance lessons** for the
semester and will present one of these during an assigned date in class. Please remember to
include in your detailed lesson plan outline how you have given attention to developmental,
diversity/advocacy and inclusion (of special education students) for each guidance activity. More
information will be provided in class.

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
SCTS 4.0: Planning. 1-3; CACREP (2024) III.A.2-4; B.8-9, H.2,7; E.10-11,14; SC: CACREP (2024) V.H.5-7	Presentation: Preparedness and Introduction to Classroom Guidance Lesson	Candidate fails to provide counselor and school name, lesson topic, lesson title, grade level, and format of presentation or identifies only two of the six areas listed above. Scarcely examines lessons attention to students' developmental, diversity/advocacy and inclusion (of special education students) with supportive scholarly literature. Does not classroom guidance lessons or submit any number of lessons after the due date.	Candidate spells out at least two (2) areas of the following: counselor and school name, lesson topic, lesson title, grade level, and format of presentation. Minimally examines lessons attention to students' developmental, diversity/advocacy and inclusion (of special education students) with supportive scholarly literature. Submit one (1) or two (2)classroom guidance lessons by the due date	Candidate spells out at least three (3) areas of the following: counselor and school name, lesson topic, lesson title, grade level, and format of presentation. Partially examines lessons attention to students' developmental, diversity/advocacy and inclusion (of special education students) with supportive scholarly literature. Submit three (3) classroom guidance lessons by the due date.	Candidate spells out at least four (4) areas of the following: counselor and school name, lesson topic, lesson title, grade level, and format of presentation. Examines lessons attention to students' developmental, diversity/advocacy and inclusion (of special education students) with supportive scholarly literature. Submit all Four (4) classroom guidance lessons by the due date.	Candidate clearly provides responses for all of the six (6) areas: counselor and school name, lesson topic, lesson title, grade level, and format of presentation. Comprehensively examines lessons attention to students' developmental, diversity/advocacy and inclusion (of special education students) with supportive scholarly literature. Submit all Four (4) comprehensive classroom guidance lessons by the due date.	

LESSON 1

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (3 PTS)	MEETS EXPECTATIONS (4PTS)	EXCEEDS EXPECTATIONS (5 PTS)	COMMENTS

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
SCTS 4.0: Planning. 1; CACREP (2024) III.A.2-4; B.8-9, H.2; E.10-11,14; SC: CACREP (2024) V.H.5	Background knowledge	Guidance lessons strands are not identified. Fails to provide academic subject, school counseling comprehensive program, or topic tied to the presentation. Not evidence-based.	Guidance lesson strands are minimally and/or inaccurately identified with academic subject, school counseling comprehensive program, or topic tied to the presentation. Scholarly literature is not used to support lesson implementation.	Guidance lesson strands are somewhat identified with academic subject, school counseling comprehensive program, or topic tied to the presentation. Some scholarly literature is used to support lesson implementation.	Guidance lesson strands are identified with academic subject, school counseling comprehensive program, or topic tied to the presentation. Scholarly literature is used to support lesson implementation.	Guidance lesson strands are clearly identified with academic subject, school counseling comprehensive program, or topic tied to the presentation. Scholarly literature is used to support lesson implementation.	
SCTS 4.0: Planning. 1-2; CACREP (2024) III.A.2-4; SC: CACREP (2024) V.H.6-7	Role and Responsibilities	Counselor and teacher role in the lesson are not clearly defined. Materials and technology are not identified.	Only counselor role or teachers' role is defined. Identified some materials and technology adequate for lesson presentation.	Only counselor role, but not the teachers' role is defined. Identified materials and technology adequate for lesson presentation.	Counselor and teacher role is defined. Identified materials and technology adequate for lesson presentation.	Both counselor and teacher role are clearly identified including howe they would collaborate. All required materials and technology identified; supportive of lesson.	
SCTS 4.0: Planning. 1,3; CACREP (2024) III.A.4; B.9, H.2,7; E.10-11; SC: CACREP (2024) V.H.5	School Counselor Lesson Plan Procedure and Use of Time	Only one area of the following is addressed: synopsis, procedure, provision of handouts, and follow-up questions. Candidate did not identify or	Only two of the following are addressed: synopsis, procedure, provision of handouts, and	Only three of the following are addressed: synopsis, procedure, provision of handouts, and follow-up questions. candidate identified their time required	All four areas are addressed: synopsis, procedure, provision of handouts, and follow-up questions. Candidate detailed their time required of them to	Candidate comprehensively addressed the synopsis, procedure of the lesson, handouts, and follow-up questions. Candidate clearly	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
		inaccurately identified their time required of them to prepare/plan, implement, and assess implementation of the lesson plan.	follow-up questions. Candidate identified some of their time required of them to prepare/plan, implement, and assess implementation of the lesson plan.	of them to prepare/plan, implement, and assess implementation of the lesson plan.	prepare/plan, implement, and assess implementation of the lesson plan.	detailed their time required of them to prepare/plan, implement, and assess implementation of the lesson plan.	
SCTS 4.0: Planning. 1,3 ; CACREP (2024) III.B.8-9, H.7; E.10-11,14; SC: CACREP (2024) V.H.5	Student Growth Goal: SMART Goal	Relevance of the guidance lesson to the student is not clearly addressed. The objectives established for the lesson include: being unrelated to the assignment or no stated outcome, not at all measurable; no method of measurement indicated, not with reason and cannot be achieved, has no connection with the student(s), and has no dates and/or is over the period of time far beyond the school year.	Relevance of the guidance lesson to the student is minimally discussed. The objectives established for the lesson include: desired outcome(s) is unclear, evidence of progress will be provided, but will not indicate progress, only partially reasonable given the student(s)' abilities and will likely not be achieved, slight connect with to the student, and	Relevance of the guidance lesson to the student is somewhat discussed with minimal examples provided for support. The objectives established for the lesson include: are partially focused the desired outcome(s), partially measurable (evidence to be provided will not clearly indicate progress), mostly reasonable given the student(s)' abilities and can probably be achieved, some connection to the student, and an	Relevance of the guidance lesson to the student is discussed with examples provided for support. The objectives established for the lesson include: are focused the desired outcome(s), measurable (evidence to be provided can indicate progress), reasonable given the student(s)' abilities and can most likely be achieved, connection to the student, and a date of when this will be	Clearly address how the guidance lesson are related and relevant to the student. Many practical examples are provided for support. The objectives established for the lesson include: are clearly focused the desired outcome(s), measurable (evidence to be provided will clearly indicate progress), within reason of the student(s)' abilities and can be achieved, strong connection to the student, and has a definite date of	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
			has an indefinite date of what will be accomplished by when.	indefinite date of when this will be accomplished by.	accomplished by is defined.	when this will be accomplished by.	
SCTS 4.0: Planning. 1-3; CACREP (2024) III.A.4; B.8-9, H.2,7; E.11; SC: CACREP (2024) V.H.11,15	Attention to Student Unique Needs and Inclusivity	Does not identify or inaccurately identifies how the lesson plan accounts for the students' developmental, diversity/advocacy and inclusion (of special education students).	Identifies partially or fully with inaccuracies how the lesson plan accounts for the students' developmental, diversity/advocacy and inclusion (of special education students) supported with minimal scholarly literature.	Identifies how the lesson plan accounts for the students' developmental, diversity/advocacy and inclusion (of special education students) supported with some scholarly literature.	Examines how the lesson plan accounts for the students' developmental, diversity/advocacy and inclusion (of special education students) supported with scholarly literature.	Thoroughly examines how the lesson plan accounts for the students' developmental, diversity/advocacy and inclusion (of special education students) supported with wealth of scholarly literature.	

LESSON 2

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (3 PTS)	MEETS EXPECTATIONS (4PTS)	EXCEEDS EXPECTATIONS (5 PTS)	COMMENTS
SCTS 4.0: Planning. 1; CACREP (2024) III.A.2-4; B.8-9, H.2; E.10-11,14; SC: CACREP (2024) V.H.5	Background knowledge	Guidance lessons strands are not identified. Fails to provide academic subject, school counseling comprehensive program, or topic tied to the	Guidance lesson strands are minimally and/or inaccurately identified with academic subject, school counseling comprehensive program, or topic	Guidance lesson strands are somewhat identified with academic subject, school counseling comprehensive program, or topic tied to the	Guidance lesson strands are identified with academic subject, school counseling comprehensive program, or topic tied to the presentation.	Guidance lesson strands are clearly identified with academic subject, school counseling comprehensive program, or topic tied to the presentation.	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
		presentation. Not evidence-based.	tied to the presentation. Scholarly literature is not used to support lesson implementation.	presentation. Some scholarly literature is used to support lesson implementation.	Scholarly literature is used to support lesson implementation.	Scholarly literature is used to support lesson implementation.	
SCTS 4.0: Planning. 1-2; CACREP (2024) III.A.2-4; SC: CACREP (2024) V.H.6-7	Role and Responsibilities	Counselor and teacher role in the lesson are not clearly defined. Materials and technology are not identified.	Only counselor role or teachers' role is defined. Identified some materials and technology adequate for lesson presentation.	Only counselor role, but not the teachers' role is defined. Identified materials and technology adequate for lesson presentation.	Counselor and teacher role is defined. Identified materials and technology adequate for lesson presentation.	Both counselor and teacher role are clearly identified including howe they would collaborate. All required materials and technology identified; supportive of lesson.	
SCTS 4.0: Planning. 1,3; CACREP (2024) III.A.4; B.9, H.2,7; E.10-11; SC: CACREP (2024) V.H.5	School Counselor Lesson Plan Procedure and Use of Time	Only one area of the following is addressed: synopsis, procedure, provision of handouts, and follow-up questions. School counselor did not identify or inaccurately identified their time required of them to prepare/plan, implement, and assess implementation of the lesson plan.	Only two of the following is addressed: synopsis, procedure, provision of handouts, and follow-up questions. School counselor identified some of their time required of them to prepare/plan, implement, and assess	Only three of the following is addressed: synopsis, procedure, provision of handouts, and follow-up questions. School counselor identified their time required of them to prepare/plan, implement, and assess implementation of the lesson plan.	All four areas are addressed: synopsis, procedure, provision of handouts, and follow-up questions. School counselor detailed their time required of them to prepare/plan, implement, and assess implementation of the lesson plan.	Candidate comprehensively addressed the synopsis, procedure of the lesson, handouts, and follow-up questions. School counselor clearly detailed their time required of them to prepare/plan, implement, and assess implementation of the lesson plan.	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
			implementation of the lesson plan.				
SCTS 4.0: Planning. 1,3 ; CACREP (2024) III.B.8-9, H.7; E.10-11,14; SC: CACREP (2024) V.H.5	Student Growth Goal: SMART Goal	Relevance of the guidance lesson to the student is not clearly addressed. The objectives established for the lesson include: being unrelated to the assignment or no stated outcome, not at all measurable; no method of measurement indicated, not with reason and cannot be achieved, has no connection with the student(s), and has no dates and/or is over the period of time far beyond the school year.	Relevance of the guidance lesson to the student is minimally discussed. The objectives established for the lesson include: desired outcome(s) is unclear, evidence of progress will be provided, but will not indicate progress, only partially reasonable given the student(s)' abilities and will likely not be achieved, slight connect with to the student, and has an indefinite date of what will be accomplished by when.	Relevance of the guidance lesson to the student is somewhat discussed with minimal examples provided for support. The objectives established for the lesson include: are partially focused the desired outcome(s), partially measurable (evidence to be provided will not clearly indicate progress), mostly reasonable given the student(s)' abilities and can probably be achieved, some connection to the student, and an indefinite date of when this will be accomplished by.	Relevance of the guidance lesson to the student is discussed with examples provided for support. The objectives established for the lesson include: are focused the desired outcome(s), measurable (evidence to be provided can indicate progress), reasonable given the student(s)' abilities and can most likely be achieved, connection to the student, and a date of when this will be accomplished by is defined.	Clearly address how the guidance lesson are related and relevant to the student. Many practical examples are provided for support. The objectives established for the lesson include: are clearly focused the desired outcome(s), measurable (evidence to be provided will clearly indicate progress), within reason of the student(s)' abilities and can be achieved, strong connection to the student, and has a definite date of when this will be accomplished by.	
SCTS 4.0: Planning. 1-3; CACREP (2024) III.A.4; B.8-9,	Attention to Student Unique Needs and	Does not identify or inaccurately identifies how the lesson plan accounts	Identifies partially or fully with inaccuracies how the lesson plan	Identifies how the lesson plan accounts for the students' developmental,	Examines how the lesson plan accounts for the students' developmental,	Thoroughly examines how the lesson plan accounts for the students'	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
H.2,7; E.11; SC: CACREP (2024) V.H.11,15	Inclusivity	for the students' developmental, diversity/advocacy and inclusion (of special education students).	accounts for the students' developmental, diversity/advocacy and inclusion (of special education students) supported with minimal scholarly literature.	diversity/advocacy and inclusion (of special education students) supported with some scholarly literature.	diversity/advocacy and inclusion (of special education students) supported with scholarly literature.	developmental, diversity/advocacy and inclusion (of special education students) supported with wealth of scholarly literature.	

LESSON 3

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (3 PTS)	MEETS EXPECTATIONS (4PTS)	EXCEEDS EXPECTATIONS (5 PTS)	COMMENTS
SCTS 4.0: Planning. 1; CACREP (2024) III.A.2-4; B.8-9, H.2; E.10-11,14; SC: CACREP (2024) V.H.5	Background knowledge	Guidance lessons strands are not identified. Fails to provide academic subject, school counseling comprehensive program, or topic tied to the presentation. Not evidence-based.	Guidance lesson strands are minimally and/or inaccurately identified with academic subject, school counseling comprehensive program, or topic tied to the presentation. Scholarly literature is not used to support lesson implementation.	Guidance lesson strands are somewhat identified with academic subject, school counseling comprehensive program, or topic tied to the presentation. Some scholarly literature is used to support lesson implementation.	Guidance lesson strands are identified with academic subject, school counseling comprehensive program, or topic tied to the presentation. Scholarly literature is used to support lesson implementation.	Guidance lesson strands are clearly identified with academic subject, school counseling comprehensive program, or topic tied to the presentation. Scholarly literature is used to support lesson implementation.	
SCTS 4.0: Planning. 1-2;	Role and Responsibilities	Counselor and teacher role in the	Only counselor role or teachers' role is	Only counselor role, but not the teachers'	Counselor and teacher role is	Both counselor and teacher role are	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
CACREP (2024) III.A.2-4; SC: CACREP (2024) V.H.6-7		lesson are not clearly defined. Materials and technology are not identified.	defined. Identified some materials and technology adequate for lesson presentation.	role is defined. Identified materials and technology adequate for lesson presentation.	defined. Identified materials and technology adequate for lesson presentation.	clearly identified including howe they would collaborate. All required materials and technology identified; supportive of lesson.	
SCTS 4.0: Planning. 1,3; CACREP (2024) III.A.4; B.9, H.2,7; E.10-11; SC: CACREP (2024) V.H.5	School Counselor Lesson Plan Procedure and Use of Time	Only one area of the following is addressed: synopsis, procedure, provision of handouts, and follow-up questions. School counselor did not identify or inaccurately identified their time required of them to prepare/plan, implement, and assess implementation of the lesson plan.	Only two of the following is addressed: synopsis, procedure, provision of handouts, and follow-up questions. School counselor identified some of their time required of them to prepare/plan, implement, and assess implementation of the lesson plan.	Only three of the following is addressed: synopsis, procedure, provision of handouts, and follow-up questions. School counselor identified their time required of them to prepare/plan, implement, and assess implementation of the lesson plan.	All four areas are addressed: synopsis, procedure, provision of handouts, and follow-up questions. School counselor detailed their time required of them to prepare/plan, implement, and assess implementation of the lesson plan.	Candidate comprehensively addressed the synopsis, procedure of the lesson, handouts, and follow-up questions. School counselor clearly detailed their time required of them to prepare/plan, implement, and assess implementation of the lesson plan.	
SCTS 4.0: Planning. 1,3 ; CACREP (2024) III.B.8-9, H.7; E.10-11,14; SC: CACREP (2024) V.H.5	Student Growth Goal: SMART Goal	Relevance of the guidance lesson to the student is not clearly addressed. The objectives established for the lesson include: being	Relevance of the guidance lesson to the student is minimally discussed. The objectives established for the	Relevance of the guidance lesson to the student is somewhat discussed with minimal examples provided for support. The	Relevance of the guidance lesson to the student is discussed with examples provided for support. The objectives	Clearly address how the guidance lesson are related and relevant to the student. Many practical examples are provided for	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
		unrelated to the assignment or no stated outcome, not at all measurable; no method of measurement indicated, not with reason and cannot be achieved, has no connection with the student(s), and has no dates and/or is over the period of time far beyond the school year.	lesson include: desired outcome(s) is unclear, evidence of progress will be provided, but will not indicate progress, only partially reasonable given the student(s)' abilities and will likely not be achieved, slight connect with to the student, and has an indefinite date of what will be accomplished by when.	objectives established for the lesson include: are partially focused the desired outcome(s), partially measurable (evidence to be provided will not clearly indicate progress), mostly reasonable given the student(s)' abilities and can probably be achieved, some connection to the student, and an indefinite date of when this will be accomplished by.	established for the lesson include: are focused the desired outcome(s), measurable (evidence to be provided can indicate progress), reasonable given the student(s)' abilities and can most likely be achieved, connection to the student, and a date of when this will be accomplished by is defined.	support. The objectives established for the lesson include: are clearly focused the desired outcome(s), measurable (evidence to be provided will clearly indicate progress), within reason of the student(s)' abilities and can be achieved, strong connection to the student, and has a definite date of when this will be accomplished by.	
SCTS 4.0: Planning. 1-3; CACREP (2024) III.A.4; B.8-9, H.2,7; E.11; SC: CACREP (2024) V.H.11,15	Attention to Student Unique Needs and Inclusivity	Does not identify or inaccurately identifies how the lesson plan accounts for the students' developmental, diversity/advocacy and inclusion (of special education students).	Identifies partially or fully with inaccuracies how the lesson plan accounts for the students' developmental, diversity/advocacy and inclusion (of special education students) supported with minimal scholarly literature.	Identifies how the lesson plan accounts for the students' developmental, diversity/advocacy and inclusion (of special education students) supported with some scholarly literature.	Examines how the lesson plan accounts for the students' developmental, diversity/advocacy and inclusion (of special education students) supported with scholarly literature.	Thoroughly examines how the lesson plan accounts for the students' developmental, diversity/advocacy and inclusion (of special education students) supported with wealth of scholarly literature.	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
LESSON 4							
STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (3 PTS)	MEETS EXPECTATIONS (4PTS)	EXCEEDS EXPECTATIONS (5 PTS)	COMMENTS
SCTS 4.0: Planning. 1; CACREP (2024) III.A.2-4; B.8-9, H.2; E.10-11,14; SC: CACREP (2024) V.H.5	Background knowledge	Guidance lessons strands are not identified. Fails to provide academic subject, school counseling comprehensive program, or topic tied to the presentation. Not evidence-based.	Guidance lesson strands are minimally and/or inaccurately identified with academic subject, school counseling comprehensive program, or topic tied to the presentation. Scholarly literature is not used to support lesson implementation.	Guidance lesson strands are somewhat identified with academic subject, school counseling comprehensive program, or topic tied to the presentation. Some scholarly literature is used to support lesson implementation.	Guidance lesson strands are identified with academic subject, school counseling comprehensive program, or topic tied to the presentation. Scholarly literature is used to support lesson implementation.	Guidance lesson strands are clearly identified with academic subject, school counseling comprehensive program, or topic tied to the presentation. Scholarly literature is used to support lesson implementation.	
SCTS 4.0: Planning. 1-2; CACREP (2024) III.A.2-4; SC: CACREP (2024) V.H.6-7	Role and Responsibilities	Counselor and teacher role in the lesson are not clearly defined. Materials and technology are not identified.	Only counselor role or teachers' role is defined. Identified some materials and technology adequate for lesson presentation.	Only counselor role, but not the teachers' role is defined. Identified materials and technology adequate for lesson presentation.	Counselor and teacher role is defined. Identified materials and technology adequate for lesson presentation.	Both counselor and teacher role are clearly identified including howe they would collaborate. All required materials and technology identified; supportive of lesson.	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
SCTS 4.0: Planning. 1,3; CACREP (2024) III.A.4; B.9, H.2,7; E.10-11; SC: CACREP (2024) V.H.5	School Counselor Lesson Plan Procedure and Use of Time	Only one area of the following is addressed: synopsis, procedure, provision of handouts, and follow-up questions. School counselor did not identify or inaccurately identified their time required of them to prepare/plan, implement, and assess implementation of the lesson plan.	Only two of the following is addressed: synopsis, procedure, provision of handouts, and follow-up questions. School counselor identified some of their time required of them to prepare/plan, implement, and assess implementation of the lesson plan.	Only three of the following is addressed: synopsis, procedure, provision of handouts, and follow-up questions. School counselor identified their time required of them to prepare/plan, implement, and assess implementation of the lesson plan.	All four areas are addressed: synopsis, procedure, provision of handouts, and follow-up questions. School counselor detailed their time required of them to prepare/plan, implement, and assess implementation of the lesson plan.	Candidate comprehensively addressed the synopsis, procedure of the lesson, handouts, and follow-up questions. School counselor clearly detailed their time required of them to prepare/plan, implement, and assess implementation of the lesson plan.	
SCTS 4.0: Planning. 1,3 ; CACREP (2024) III.B.8-9, H.7; E.10-11,14; SC: CACREP (2024) V.H.5	Student Growth Goal: SMART Goal	Relevance of the guidance lesson to the student is not clearly addressed. The objectives established for the lesson include: being unrelated to the assignment or no stated outcome, not at all measurable; no method of measurement indicated, not with reason and cannot be achieved, has no	Relevance of the guidance lesson to the student is minimally discussed. The objectives established for the lesson include: desired outcome(s) is unclear, evidence of progress will be provided, but will not indicate progress, only partially	Relevance of the guidance lesson to the student is somewhat discussed with minimal examples provided for support. The objectives established for the lesson include: are partially focused the desired outcome(s), partially measurable (evidence to be provided will not clearly indicate	Relevance of the guidance lesson to the student is discussed with examples provided for support. The objectives established for the lesson include: are focused the desired outcome(s), measurable (evidence to be provided can indicate progress), reasonable given the	Clearly address how the guidance lesson are related and relevant to the student. Many practical examples are provided for support. The objectives established for the lesson include: are clearly focused the desired outcome(s), measurable (evidence to be provided will clearly	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4PTS)	COMMENTS
		connection with the student(s), and has no dates and/or is over the period of time far beyond the school year.	reasonable given the student(s)' abilities and will likely not be achieved, slight connect with to the student, and has an indefinite date of what will be accomplished by when.	progress), mostly reasonable given the student(s)' abilities and can probably be achieved, some connection to the student, and an indefinite date of when this will be accomplished by.	student(s)' abilities and can most likely be achieved, connection to the student, and a date of when this will be accomplished by is defined.	indicate progress), within reason of the student(s)' abilities and can be achieved, strong connection to the student, and has a definite date of when this will be accomplished by.	
SCTS 4.0: Planning. 1-3; CACREP (2024) III.A.4; B.8-9, H.2,7; E.11; SC: CACREP (2024) V.H.11,15	Attention to Student Unique Needs and Inclusivity	Does not identify or inaccurately identifies how the lesson plan accounts for the students' developmental, diversity/advocacy and inclusion (of special education students).	Identifies partially or fully with inaccuracies how the lesson plan accounts for the students' developmental, diversity/advocacy and inclusion (of special education students) supported with minimal scholarly literature.	Identifies how the lesson plan accounts for the students' developmental, diversity/advocacy and inclusion (of special education students) supported with some scholarly literature.	Examines how the lesson plan accounts for the students' developmental, diversity/advocacy and inclusion (of special education students) supported with scholarly literature.	Thoroughly examines how the lesson plan accounts for the students' developmental, diversity/advocacy and inclusion (of special education students) supported with wealth of scholarly literature.	

<div align="center">

14. School Counseling Fieldwork
EDCO 604 School Counseling Internship I: Elementary
EDCO 605 School Counseling Internship II: Secondary

</div>

Included in **EDCO 603 School Counseling Practicum.** *Must have an 80% or higher in field experience courses to progress to the next stage, however, only a key assessment during the internship phases, Internship I and Internship II.*

Summative Evaluation** (40%)
CACREP (2024) III.D.10; H.8
SC: CACREP (2024) V.H. 1-19
SCTS 4.0 (School Counselors): Planning. 1-3; Program Management.1-2; Direct and Indirect Serviecs.1-2; Professionalism.1-5
NBPTS (School Counselors): I- XI
To maintain good standing in the program, a minimum of 80% or higher on all key assessment assignments is needed.

(a) South Carolina DOE Summative School Counseling Evaluation (20%)
South Carolina requires a summative evaluation of school counseling candidates to be completed.
Please see: https://ed.sc.gov/educators/educator-effectiveness/adept-for-special-areas-2020/rubric-for-school-counselors/

(b) Faculty Supervisor Evaluation Addendum (10%)
During each semester of your fieldwork experience, you will be evaluated by your faculty supervisor regarding your preparedness for endorsement as graduate degree level clinical mental health counselor. Your professionalism, competence, and skills as a professional counselor will be assessed (e.g., cultural competence, self-awareness, clinical skill effectiveness).
SEE APPENDIX A

(c) Site Supervisor Evaluation Addendum (10%)
During each semester of your fieldwork experience, you will be evaluated by your site supervisor regarding your preparedness to join your supervisor as a colleague in the counseling field as a clinical mental health counselor. Your professionalism, competence, and skills as a professional counselor will be assessed (e.g., cultural competence, self-awareness, clinical skill effectiveness) in relation to your work with clients at their site under their supervision.
SEE APPENDIX B

FACULTY SUPERVISOR EVALUATION OF CANDIDATE FORM
(School Counseling)

General Information:
- The primary supervisor completes this form both at midterm and at the end-of-the semester internship experience. If the candidate has more than one supervisor at the same site, the supervisor with the most contact with the candidate should complete the evaluation after consulting with the other supervisors. If the candidate has a supervisor at two or more different sites, each site supervisor will need to complete and the scores will be averaged.
- This completed form is submitted by the site supervisor to Handshake for the appropriate rotation by specified due dates for the semester field experience. The faculty supervisor/course instructor, reviews and then submits the end of semester evaluation into the gradebook become part of the candidate's record in the candidate's practicum/internship file.
- This supervisor evaluation is considered in assigning grades for the internship.
- Please be sure to discuss your evaluation with your candidate during supervision. They will be asked to be prepared to reflect on their rating with their faculty supervisor/course instructor.
- Your time and careful evaluation are very important and much appreciated. Thank you!

Candidate Name:
Date of Evaluation:
This is the: Mid-Term Evaluation ____   Final Evaluation____ (check one)
Faculty Supervisor:

Internship Rotation: (drop-down menu; select one) Practicum, Internship 1, Internship 2

Please indicate the type of review done with the student, during group supervision and/or courseroom tasks, as well as specify the number of sessions you observed:
___I reviewed recordings of candidate's sessions. ___Number of sessions reviewed.

___I reviewed transcripts of candidate's sessions. ___Number of sessions reviewed

Instructions for Completing the Candidate Counseling Skills and Competencies Sections:
Supervisor feedback is a critical component of candidate development and evaluation. This form organizes candidate counseling performance into four general areas: Professional Work Requirements, Professional Ethics and Behaviors, Counseling Knowledge and Skills, Learning Behaviors and Self-Care, and Professional Dispositions.
Specific aspects of each area will have descriptions (rubric) of five levels of student performance:

Points Associated with Level	Rubric Descriptor
0	the candidate was **Unable to Perform/Not Met** *(if candidate receives this score during internship 2; candidate will automatically need to repeat the course)*
1	the candidate has **Deficient** *(does not meet criteria for program level)*

2	the candidate is still **Developing** *(meets criteria minimally or inconsistently for program level)*
3	the candidate **Meets Expectations** *(meets criteria consistently at this program level)*
4	the candidate **Exceeds Expectations** *(exceeds criteria at this program level)*

At each point in the candidate's rotation, they should be scored in accordance to their experience. For instance, a practicum candidate, first field experience of a master's level counseling candidate, should be scored in accordance. Therefore, do they meet the expectations expected of where they are in their training program. The rubric should not be used as a means of comparison to those in the field (e.g. post-master's degree, LAC, LPC). Developing skills and competencies in counseling takes time. In practicum we anticipate that candidates will progress from "not meeting expectations" to the "developing" and sometimes "meeting expectations" levels of performance. But there may be some areas where you are considering the intern to have exceeded the expectations for where they are at in their training program (i.e. practicum experience). In internship the candidates should progress to levels of "meeting expectations" and "exceeding expectations" as we are looking to soon welcome candidates as graduates to become colleagues in the field. However, once again, the score should be relative to their current training experience (i.e. practicum, internship 1, internship 2).

In Sections 1-4, please check which one of the five levels of performance detailed in the following boxes best describes your practicum/internship candidate**'s abilities. There is also space for comments if needed.** Please think of these groupings as 'skill sets,' and indicate (by checking the box) which level of description best describes the candidate's <u>current</u> level of performance as a counselor. If you find that a candidate is consistently performing some skills but not others within the same level (e.g., '**developing**'), please still rate the candidate as '**developing**' and then describe the skills that need to be improved in the comment section below the box.

Section 1. Professional Work Requirements *(20%)*
    A. Professional Role Requirements *(10%)*
        CACREP (2024) III.D.10; H.8
        SC: CACREP (2024) V.H. 6-10
        Any combination of the following for each category

Unable to Perform/ Not Met *(0 pts)*	Deficient *(1 pt)*	Developing *(2 pts)*	Meets Expectations *(3 pts)*	Exceeds Expectations *(4 pts)*
Always arrives late. Does not use time to meet requirements. Fails to inform supervisor or make arrangements for absences. Not responsive to professional norms about clothing, language, etc.	Frequently arrives late. Does not use time effectively. Often fails to inform supervisor or make arrangements for absences. Not usually responsive to professional norms	Most often arrives on time but does not use time effectively. Usually informs supervisor but fails to make arrangements for absences. When requested, responsive to professional norms	Arrives on time and uses time effectively. Informs supervisor and makes arrangements for absences. Follows professional norms about clothing, language, etc.	Usually arrives early to prepare and uses time effectively. Is rarely, if ever, absent and always informs supervisor and makes arrangements for absence. Understands and complies with professional norms

	about clothing, language, etc.	about clothing and language, etc.		

Comments:

B. Interactions with Others *(10%)*
CACREP (2024) III.D.10; H.8
SC: CACREP (2024) V.H. 6-12
Any combination of the following for each category

Unable to Perform/ Not Met *(0 pts)*	Deficient *(1 pt)*	Developing *(2 pts)*	Meets Expectations *(3 pts)*	Exceeds Expectations *(4 pts)*
Appears uncomfortable interacting with peers, supervisors, faculty, and others. Appears to avoid interactions or communicate effectively with peers, supervisors, faculty, and others. Does not engage in conveying information and/or express own opinions.	Usually appears uncomfortable interacting with other peers, supervisors, faculty, and others. Does not initiate interactions or communicate effectively with peers, supervisors, faculty, and others. Unable to effectively convey information and/or express own opinions.	Usually appears comfortable interacting with other peers, supervisors, faculty, and others. Sometimes initiates interactions and communicates effectively with peers, supervisors, faculty, and others. Moderately effective in conveying information and expressing own opinions.	Appears comfortable interacting with other peers. Regularly initiates interactions and clearly and effectively communicates with peers. Accurately conveys information and frequently expresses own opinions.	Consistently appears comfortable interacting with other peers, supervisors, faculty, and others. Consistently initiates interactions and clearly and effectively communicates with peers, supervisors, faculty, and others. Accurately conveys information and clearly expresses own opinions.

Comments:

Section 2. Professional Ethics and Behaviors *(10%)*
CACREP (2024) III.D.10; H.8
SC: CACREP (2024) V.H. 4-19
Any combination of the following for each category

Unable to Perform/ Not Met *(0 pts)*	Deficient *(1 pt)*	Developing *(2 pts)*	Meets Expectations *(3 pts)*	Exceeds Expectations *(4 pts)*
Does not demonstrate the ability to apply and adhere to ethical and legal standards in counseling. Is not aware of	Is not aware of and/or frequently does not behave in accordance with professional ethical standards.	Inadequately demonstrates the ability to apply and adhere to ethical and legal standards in counseling.	Demonstrates the ability to apply and adhere to ethical and legal standards in counseling.	Demonstrates a highly skilled and knowledgeable ability to apply and adhere to ethical and legal standards in counseling. Applies ethical reasoning to complex ethical dilemmas.

Comments:

Section 3. Counseling Knowledge and Skills *(30%)*

A. Interactions with Clients *(10%)*

CACREP (2024) III.D.10; H.8

SC: CACREP (2024) V.H. 11-19

Any combination of the following for each category

Unable to Perform/ Not Met *(0 pts)*	Deficient *(1 pt)*	Developing *(2 pts)*	Meets Expectations *(3 pts)*	Exceeds Expectations *(4 pts)*
Fails to introduce self as a counseling intern and explain professional counseling. Does not appear comfortable interacting with diverse clients (e.g., discomfort with varying ages, ethnic origin, etc.). During counseling sessions mostly listens to clients and does not respond effectively. Unable to build rapport and gain the client's trust. Is not sensitive or responsive to client's needs. Cannot describe to clients the mission and scope of services for this setting.	Frequently fails to introduce self as a counseling intern and explain professional counseling. Does not usually appear comfortable interacting with diverse clients (e.g., discomfort with varying ages, ethnic origin, etc.). During counseling sessions mostly listens to clients and usually does not respond effectively. Usually unable to build rapport and gain the client's trust. Usually is not sensitive or responsive to client's needs. Usually cannot describe to clients the mission and scope of services for this setting.	Introduces self as a counseling intern but limited in ability to explain professional counseling to others. More often than not appears comfortable interacting with diverse clients but counseling and treatment plans do not reflect this. Inconsistent effectiveness in using basic counseling skills with clients. Generally able to build rapport, and gain the client's trust. Respectful and most often sensitive and responsive to client's needs. Can describe to clients the purpose of the agency at a superficial level.	Introduces self as a counseling intern and can explain professional counseling to others. Appears comfortable interacting with diverse clients and notes aspects of client special needs in the counseling and treatment plans. Most often uses effective basic counseling skills in interactions with clients. Builds rapport and generates trust, with nearly all clients Is respectful, sensitive and responsive to client's needs. Can describe the purpose and services of the setting to others.	Consistently introduces self as counseling intern and can confidently explain professional counseling to professionals and lay persons. Appears comfortable interacting with a wide variety of diverse clients. Effectively applies and integrates knowledge of client diversity into counseling and treatment plans. Regularly uses effective basic counseling skills to initiate and maintain interactions with clients. Able to build rapport and generate trust with all but the most interpersonally difficult clients. Is consistently respectful sensitive and responsive to client's needs.

Comments:

B. Case Conceptualization *(10%)*

Despite not formally diagnosing in the role of school counselor, understanding symptomology related to a diagnosis is needed to support counseling treatment plans with your students.

CACREP (2024) III.D.10; H.8

SC: CACREP (2024) V.H. 11-12

Any combination of the following for each category

Unable to Perform/ Not Met *(0 pts)*	Deficient *(1 pt)*	Developing *(2 pts)*	Meets Expectations *(3 pts)*	Exceeds Expectations *(4 pts)*
Does not demonstrate ability to assess clients functioning to identify areas in need of support with their social, emotional, or academic needs. Does not demonstrate knowledge of the	Does not accurately demonstrate ability to assess clients functioning to identify areas in need of support with their social, emotional, or academic needs. Does not accurately demonstrate knowledge of the	Demonstrates some ability to assess clients functioning to identify areas in need of support with their social, emotional, or academic needs. Displays some knowledge of the principles of the diagnostic process,	Demonstrates the ability to assess clients functioning to identify areas in need of support with their social, emotional, or academic needs. Displays a working knowledge of the principles of the	Demonstrates a strong ability to assess clients functioning to identify areas in need of support with their social, emotional, or academic needs. Displays a working knowledge of the principles of the

principles of the diagnostic process, including differential diagnosis and other site-specific assessments for a client to support counseling plan development with the student.	principles of the diagnostic process, including differential diagnosis and other site-specific assessments for a client to support counseling plan development with the student.	including differential diagnosis and other site-specific assessments for a client to support counseling plan development with the student.	diagnostic process, including differential diagnosis and other site-specific assessments for a client to support counseling plan development with the student.	diagnostic process, including differential diagnosis and other site specific assessments, and articulates how this knowledge can be applied to case conceptualization to support counseling plan development with the student.

Comments:

C. Utilization of Micro-skills *(10%)*

SC: CACREP (2024) V.H. 11-19
Any combination of the following for each category

Unable to Perform/ Not Met *(0 pts)*	Deficient *(1 pt)*	Developing *(2 pts)*	Meets Expectations *(3 pts)*	Exceeds Expectations *(4 pts)*
Counseling intern does not demonstrate the following: responds to the client by appropriately matching the toner and affect of the client in session. Intermittently uses verbal and nonverbal encouragers (e.g. head nods, mm-hmm) to reinforce client's communication regarding issues being addressed. Listens carefully to what the consumer us saying and hears the client as is reflected in the progress notes. Attempts to redirect client from prolonged tangential discussions. Responds appropriately to cognitively content of sessions. Communicates understanding of client's nonverbal behaviors. Uses silence effectively I the session. Uses confrontation appropriately with clients.	Counseling intern attempts to demonstrate the following skills, however, implementation is not appropriate: responds to the client by appropriately matching the toner and affect of the client in session. Intermittently uses verbal and nonverbal encouragers (e.g. head nods, mm-hmm) to reinforce client's communication regarding issues being addressed. Listens carefully to what the consumer us saying and hears the client as is reflected in the progress notes. Attempts to redirect client from prolonged tangential discussions. Responds appropriately to cognitively content of sessions. Communicates understanding of client's nonverbal behaviors. Uses silence effectively I the session. Uses confrontation appropriately with clients.	Counseling intern more often than not does not demonstrate the following: responds to the client by appropriately matching the toner and affect of the client in session. Intermittently uses verbal and nonverbal encouragers (e.g. head nods, mm-hmm) to reinforce client's communication regarding issues being addressed. Listens carefully to what the consumer us saying and hears the client as is reflected in the progress notes. Attempts to redirect client from prolonged tangential discussions. Responds appropriately to cognitively content of sessions. Communicates understanding of client's nonverbal behaviors. Uses silence effectively I the session. Uses confrontation appropriately with clients.	Counseling intern is able to demonstrate the following skills effectively: responds to the client by appropriately matching the toner and affect of the client in session. Intermittently uses verbal and nonverbal encouragers (e.g. head nods, mm-hmm) to reinforce client's communication regarding issues being addressed. Listens carefully to what the consumer us saying and hears the client as is reflected in the progress notes. Attempts to redirect client from prolonged tangential discussions. Responds appropriately to cognitively content of sessions. Communicates understanding of client's nonverbal behaviors. Uses silence effectively I the session. Uses confrontation appropriately with clients.	Counseling intern consistently demonstrates the following: responds to the client by appropriately matching the toner and affect of the client in session. Intermittently uses verbal and nonverbal encouragers (e.g. head nods, mm-hmm) to reinforce client's communication regarding issues being addressed. Listens carefully to what the consumer us saying and hears the client as is reflected in the progress notes. Attempts to redirect client from prolonged tangential discussions. Responds appropriately to cognitively content of sessions. Communicates understanding of client's nonverbal behaviors. Uses silence effectively I the session. Uses confrontation appropriately with clients.

Comments:

Section 4. General Approach to Learning and Supervision *(30%)*

   A. Self- Awareness and Self-Care *(10%)*
      CACREP (2024) III.D.10; H.8
      SC: CACREP (2024) V.H. 6-8
      Any combination of the following for each category

Unable to Perform/ Not Met *(0 pts)*	Deficient *(1 pt)*	Developing *(2 pts)*	Meets Expectations *(3 pts)*	Exceeds Expectations *(4 pts)*
Does not demonstrate the ability to recognize own limitations as a counselor, and is not able to accept and integrate feedback when it is provided. Ineffective in managing personal assets in the professional environment. Does not maintain own mental/physical health.	Demonstrates limited ability to recognize own limitations as a counselor. Accepts feedback when it is provided, but cannot integrate this feedback on a consistent basis. Usually ineffective in managing personal assets in the professional environment. Usually ineffective at maintaining own mental/physical health.	Demonstrates some ability to recognize own limitations as a counselor. Accepts feedback when it is provided, but cannot integrate this feedback on a consistent basis. More often than not manages personal assets in the professional environment. Sometimes may be ineffective at maintaining own physical/mental health.	Demonstrates the ability to recognize own limitations as a counselor, and accepts and integrates feedback when it is provided. Effectively manages personal assets in the professional environment. Most often attends to own physical/mental health.	Demonstrates the ability to recognize own limitations as a counselor on a consistent basis, and accepts and integrates feedback when it is provided and articulates the impact of these changes. Effectively manages personal assets in the professional environment. Assumes responsibility for own physical/mental health.

Comments:

   B. Response to Supervision *(10%)*
      CACREP (2024) III.D.10; H.8
      SC: CACREP (2024) V.H.3
      Any combination of the following for each category

Unable to Perform/ Not Met *(0 pts)*	Deficient *(1 pt)*	Developing *(2 pts)*	Meets Expectations *(3 pts)*	Exceeds Expectations *(4 pts)*
Does not seek out supervision when necessary outside of the scheduled time. Fails to respond to and/or defensive about feedback and suggestions from the supervisor.	Does not usually seek out supervision when necessary outside of the scheduled time. Usually fails to respond to and/or defensive about feedback and suggestions from the supervisor.	Usually will seek supervision when necessary. Usually receptive to feedback and suggestions from the supervisor but does not integrate these suggestions into clinical work.	Actively seeks supervision when needed. Receptive to feedback and suggestions from the supervisor and implements suggestions into clinical work.	Knows when to seek supervision and does so promptly. Is receptive to feedback from supervisor and effectively and accurately implements suggestions into clinical work.

| Unable to successfully integrate or implement suggestions from supervisor. Very limited awareness of areas that need improvement. Unable to explore personal strengths and weaknesses. | Usually unable to successfully integrate or implement suggestions from supervisor. Usually very limited awareness of areas that need improvement. Unable to explore personal strengths and weaknesses accurately. | Somewhat aware of areas that need improvement. Limited openness to exploring personal strengths and weaknesses. | Aware of most areas that need improvement. Usually open and willing to explore personal strengths and weaknesses. | Aware of areas that need improvement and seeks ways to improve. Consistently open and willing to explore personal strengths and weaknesses. |

Comments:

C. Record Keeping *(10%)*
CACREP (2024) III.D.10; H.8
SC: CACREP (2024) V.H. 1
Any combination of the following for each category

Unable to Perform/ Not Met *(0 pts)*	Deficient *(1 pt)*	Developing *(2 pts)*	Meets Expectations *(3 pts)*	Exceeds Expectations *(4 pts)*
Does not apply current record-keeping standards related to counseling; field experience documents are regularly submitted incorrectly or past the deadlines.	Inconsistently or ineffectually applies current record-keeping standards related to counseling; field experience documents are sometimes submitted incorrectly or past the deadlines.	Usually applies current record-keeping standards related to counseling, including submission of some required field experience documents by the stated deadlines.	Applies current record-keeping standards related to counseling, including submission of all required field experience documents by the stated deadlines.	Accurately and consistently applies current record-keeping standards related to counseling, including submission of all required field experience documents completed by the stated deadlines.

Comments:

Section 5. Professional Disposition *(10%)*
CACREP (2024) III.D.10; H.8
SC: CACREP (2024) V.H. 1-19
Any combination of the following for each category

The counseling intern conducts self in an ethical and professional manner so as to promote confidence in the counseling profession. The counseling intern demonstrates capacity for openness to points of view, theories, experiences, and perspectives different than their own, especially in relationship to those in supervisory or instructional positions. Counseling intern demonstrates the ability to engage in dialogue with others who have different perspectives in ways that show respect for the other persons and their points of view. They will demonstrate a willingness to consider the merits of these alternative points of view in a thoughtful and professional manner. The counseling intern demonstrates the ability to monitor attitudes, personal well-being, personal issues, and personal programs to support self as well as safeguard the welfare of the client. The CI demonstrates appropriate self-control (i.e. impulse control) in interpersonal relationships site staff other interns, clients, etc. The counseling intern maintains a positive attitude and flexible, solution-oriented stance in all educational and professional endeavors. The counseling intern refrains from making statements that are false, misleading, or deceptive; respects the

fundamental rights, dignity, and worth of all people. The counseling intern considers the impact of their actions on the well-being of others (i.e. colleagues, supervisors, clients), the site, and the profession as a whole.

CCU Counseling Program Professional Performance Standards are formally known as the counseling candidates:

1. Openness to new ideas
2. Flexibility
3. Relevant Interpersonal Skills
4. Willingness to accept and use feedback
5. Self-awareness of own impact on others
6. Ability to deal with conflict.
7. Ability to accept personal responsibility.
8. Ability to express feelings effectively and appropriately.
9. Ethical Conduct.
10. Alignment to the Profession: Initiative and motivation.

Candidates should be evaluated on their professional disposition in totality.

Unable to Perform/ Not Met (0 pts)	Deficient (1 pt)	Developing (2 pts)	Meets Expectations (3 pts)	Exceeds Expectations (4 pts)
Unable to demonstrate criteria for the program level. If candidate receives this score during internship 2; candidate will automatically need to repeat the course.	Does not meet criteria for program level.	Meets criteria minimally or inconsistently for program level.	Meets criteria consistently at this program level.	Exceeds criteria at this program level.

Comments:

Section 6. Additional Feedback about Candidate Behaviors

A. What would you identify as this intern candidate's top areas of strength?

B. What do you think should be the primary focus for this intern candidate's growth and improvement?

C. If you have any other comments regarding this intern, please include below. If more space is needed, continue your comments on the back of this page.

Faculty Supervisor's Signature: _____   Date: _____

SITE SUPERVISOR ADDENDUM EVALUATION OF CANDIDATE FORM
(School Counseling)

General Information:
- This evaluation is completed in addition to the South Carolina School Counselor Evaluation Rubric.
- The primary supervisor completes this form both at midterm and at the end-of-the semester internship experience. If the candidate has more than one supervisor at the same site, the supervisor with the most contact with the candidate should complete the evaluation after consulting with the other supervisors. If the candidate has a supervisor at two or more different sites, each site supervisor will need to complete and the scores will be averaged.
- This completed form is submitted by the site supervisor to Handshake for the appropriate rotation by specified due dates for the semester field experience. The faculty supervisor/course instructor, reviews and then submits the end of semester evaluation into the gradebook become part of the candidate's record in the candidate's practicum/internship file.
- This supervisor evaluation is considered in assigning grades for the internship.
- Please be sure to discuss your evaluation with your candidate during supervision. They will be asked to be prepared to reflect on their rating with their faculty supervisor/course instructor.
- Your time and careful evaluation are very important and much appreciated. Thank you!

Candidate Name:
Date of Evaluation:

This is the: Mid-Term Evaluation ___   Final Evaluation___ (check one)

Site Supervisor:
Internship Site:
Internship Rotation: (drop-down menu; select one) Practicum, Internship 1, Internship 2

Please indicate the type of review done with the student, during group supervision and/or courseroom tasks, as well as specify the number of sessions you observed:
___I reviewed recordings of candidate's sessions. ___Number of sessions reviewed.

___I reviewed transcripts of candidate's sessions. ___Number of sessions reviewed

Instructions for Completing the Candidate Counseling Skills and Competencies Sections:
Supervisor feedback is a critical component of candidate development and evaluation. This form organizes candidate counseling performance into four general areas: Professional Work Requirements, Professional Ethics and Behaviors, Counseling Knowledge and Skills, Learning Behaviors and Self-Care, and Professional Dispositions.

Specific aspects of each area will have descriptions (rubric) of five levels of candidate performance:

Points Associated with Level	Rubric Descriptor
0	the candidate was **Unable to Perform/Not Met** *(if candidate receives this score during internship 2; candidate will automatically need to repeat the course)*
1	the candidate has **Deficient** *(does not meet criteria for program level)*
2	the candidate is still **Developing** *(meets criteria minimally or inconsistently for program level)*
3	the candidate **Meets Expectations** *(meets criteria consistently at this program level)*
4	the candidate **Exceeds Expectations** *(exceeds criteria at this program level)*

At each point in the candidate's rotation, they should be scored in accordance to their experience.

For instance, a practicum candidate, first field experience of a master's level counseling candidate, should be scored in accordance. Therefore, do they meet the expectations expected of where they are in their training program. The rubric should not be used as a means of comparison to those in the field (e.g. post-master's degree, LAC, LPC).

Developing skills and competencies in counseling takes time. In practicum we anticipate that candidates will progress from "not meeting expectations" to the "developing" and sometimes "meeting expectations" levels of performance. But there may be some areas where you are considering the intern to have exceeded the expectations for where they are at in their training program (i.e. practicum experience). In internship the candidates should progress to levels of "meeting expectations" and "exceeding expectations" as we are looking to soon welcome candidates as graduates to become colleagues in the field. However, once again, the score should be relative to their current training experience (i.e. practicum, internship 1, internship 2).

In Sections 1-4, please check which one of the five levels of performance detailed in the following boxes best describes your practicum/internship candidate's abilities. There is also space for comments if needed. Please think of these groupings as 'skill sets,' and indicate (by checking the box) which level of description best describes the candidate's current level of performance as a counselor. If you find that a candidate is consistently performing some skills but not others within the same level (e.g., '**developing**'), please still rate the candidate as '**developing**' and then describe the skills that need to be improved in the comment section below the box.

Section 1. Professional Work Requirements *(20%)*

A. Professional Role Requirements *(10%)*
CACREP (2024) III.D.10; H.8
SC: CACREP (2024) V.H. 6-10
Any combination of the following for each category

Unable to Perform/ Not Met *(0 pts)*	Deficient *(1 pt)*	Developing *(2 pts)*	Meets Expectations *(3 pts)*	Exceeds Expectations *(4 pts)*
Always arrives late. Does not use time to meet requirements. Fails to inform supervisor or make arrangements for absences. Not responsive to professional norms about clothing, language, etc.	Frequently arrives late. Does not use time effectively. Often fails to inform supervisor or make arrangements for absences. Not usually responsive to professional norms about clothing, language, etc.	Most often arrives on time but does not use time effectively. Usually informs supervisor but fails to make arrangements for absences. When requested, responsive to professional norms about clothing and language, etc.	Arrives on time and uses time effectively. Informs supervisor and makes arrangements for absences. Follows professional norms about clothing, language, etc.	Usually arrives early to prepare and uses time effectively. Is rarely, if ever, absent and always informs supervisor and makes arrangements for absence. Understands and complies with professional norms

Comments:

B. Interactions with Co-Workers *(10%)*
CACREP (2024) III.D.10; H.8
SC: CACREP (2024) V.H. 6-10; 13
Any combination of the following for each category

Unable to Perform/ Not Met *(0 pts)*	Deficient *(1 pt)*	Developing *(2 pts)*	Meets Expectations *(3 pts)*	Exceeds Expectations *(4 pts)*
Appears uncomfortable interacting with other staff members. Appears to avoid interactions or communicate effectively with staff. Does not engage in conveying information and/or express own opinions.	Usually appears uncomfortable interacting with other staff members. Does not initiate interactions or communicate effectively with staff. Unable to effectively convey information and/or express own opinions.	Usually appears comfortable interacting with other staff members. Sometimes initiates interactions and communicates effectively with staff. Moderately effective in conveying information and expressing own opinions.	Appears comfortable interacting with other staff members. Regularly initiates interactions and clearly and effectively communicates with staff. Accurately conveys information and frequently expresses own opinions.	Consistently appears comfortable interacting with other staff members. Consistently initiates interactions and clearly and effectively communicates with staff. Accurately conveys information and clearly expresses own opinions.

Comments:

Section 2. Professional Ethics and Behaviors *(10%)*

CACREP (2024) III.D.10; H.8
SC: CACREP (2024) V.H. 4-19
Any combination of the following for each category

Unable to Perform/ Not Met *(0 pts)*	Deficient *(1 pt)*	Developing *(2 pts)*	Meets Expectations *(3 pts)*	Exceeds Expectations *(4 pts)*
Is not aware of and/or does not behave in accordance with professional ethical standards. Fails to implement appropriate informed consent procedures.	Is not aware of and/or frequently does not behave in accordance with professional ethical standards. Fails to implement appropriate informed consent procedures on a regular basis.	Is aware of and usually behaves in accordance with professional ethical standards. Implements appropriate informed consent procedures some of the time.	Is aware of and consistently behaves in accordance with professional ethical standards. Routinely implements appropriate informed consent procedures.	Consistently behaves in accordance with professional and ethical standards. Applies ethical reasoning to complex ethical dilemmas. Always implements appropriate informed consent procedures.

Comments:

Section 3. Counseling Knowledge and Skills *(40%)*

A. Knowledge and Application of Individual Treatment Approaches *(10%)*

CACREP (2024) III.D.10; H.8
SC: CACREP (2024) V.H. 11-19
Any combination of the following for each category

Unable to Perform/ Not Met *(0 pts)*	Deficient *(1 pt)*	Developing *(2 pts)*	Meets Expectations *(3 pts)*	Exceeds Expectations *(4 pts)*
Can not adapt individual counseling approaches in order to initiate counseling with a variety of clients. Immediately implements intervention without rapport building and/or individualization to client needs. Does not use literature-based counseling treatment and prevention programs for client's presenting concerns. Does not demonstrate ability to conceptualize cases from theoretical lens. Fails to evaluate own counseling behaviors and client outcomes. Does not reassess client needs or modify treatment plans as client's needs change.	Limited ability to use and adapt individual counseling approaches to initiate counseling with a variety of clients. Very limited rapport building and /or understanding of unique client needs prior to counseling intervention implementation. Uses incorrect literature to base counseling treatment and prevention programs for client's presenting concerns. Does not demonstrate ability to conceptualize cases from theoretical lens. Usually fails to evaluate own counseling behaviors and client outcomes. Reassesses client needs or modify treatment plans as client's needs change minimally.	More often than not uses and adapts individual counseling approaches to counsel a variety of clients proficiently. Sometimes identifies and implements literature-based counseling treatment programs. More often than not embraces the importance of rapport building and /or understanding of unique client needs prior to counseling intervention implementation. Demonstrates limited ability to conceptualize cases from theoretical lens. Attempts to use supervisor's treatment suggestions but often is unable to implement as intended.	Is able to provide effective individual counseling for typical client problems with a variety of clients. Embraces the importance of rapport building and /or understanding of unique client needs prior to counseling intervention implementation. Identifies and implements literature-based counseling treatment programs. Demonstrates the ability to conceptualize cases from theoretical lens. Consistently evaluates own counseling behaviors and client outcomes. Usually reassesses client's needs and modifies treatments	Is able to provide effective individual counseling for most client problems with a variety of clients. Excels with developing rapport with their clients and /or understanding the unique needs of their client(s) prior to counseling intervention implementation. Consistently identifies and implements literature-based counseling treatment programs. Consistently demonstrates ability to conceptualize cases from theoretical lens. Considers supervisor's treatment suggestions and successfully adapts them to the specific client(s). Accurately evaluates own counseling behaviors and client outcomes.

Fails to learn about relevant community resources.	Knows one or two relevant community resources for clients.	Evaluates own counseling behaviors and client outcomes but misses the complexity of behaviors and outcomes. Frequently forgets to reassess client needs and/or modify treatment plans as needed. Knows three or four relevant community resources for clients.	plans as client's needs change. Knows a variety of community resources for clients.	Consistently reassesses client's needs and modifies treatments plans as client's needs change. Applies and integrates knowledge of community resources into counseling and treatment plans.

Comments:

B. Knowledge and Application of Group Treatment Approaches *(10%)*
CACREP (2024) III.D.10; H.8
SC: CACREP (2024) V.H. 11-19
Any combination of the following for each category

Unable to Perform/ Not Met *(0 pts)*	Deficient *(1 pt)*	Developing *(2 pts)*	Meets Expectations *(3 pts)*	Exceeds Expectations *(4 pts)*
Inability to use and adapt group counseling approaches to initiate counseling with a variety of groups. Does not treatment plan prior to group counseling activities. Does not use literature-based counseling treatment and prevention programs for client's presenting concerns. Does not demonstrate ability to conceptualize cases from theoretical lens. Fails to evaluate own counseling behaviors and client and group outcomes. Does not reassess group and client needs or modify treatment or group plans as clients' needs change. Fails to learn about relevant community resources.	Limited ability to use and adapt group counseling approaches to initiate counseling with a variety of groups. Very limited treatment planning prior to group counseling activities. Uses incorrect literature to base counseling treatment and prevention programs for client's presenting concerns. Does not demonstrate ability to conceptualize cases from theoretical lens. Fails often to evaluate own counseling behaviors and client and group outcomes. Often does not reassess group and client needs or modify treatment or group plans as clients' needs change. Knows one or two relevant community resources for clients.	More often than not uses and adapts group counseling approaches to counsel a variety of groups proficiently. Sometimes identifies and implements literature-based counseling treatment programs. Demonstrates limited ability to conceptualize cases from theoretical lens. Attempts to use supervisor's treatment suggestions but often is unable to implement as intended. Evaluates own counseling behaviors and client and group outcomes but misses the complexity of behaviors and outcomes. Frequently forgets to reassess client needs and/or modify treatment or group plans as needed. Knows three or four relevant community resources for clients.	Is able to provide effective group counseling for typical group and client problems with a variety of groups. Identifies and implements literature-based counseling treatment programs. Demonstrates the ability to conceptualize cases from theoretical lens. Considers supervisor's treatment suggestions and successfully adapts them to the specific client(s) and groups. Evaluates own counseling behaviors and client and group outcomes. Usually reassesses clients' and group needs and modifies treatments plans as needs change. Knows a variety of community resources for clients.	Is able to provide effective group counseling for most client problems with a variety of groups. Consistently identifies and implements literature-based counseling treatment programs. Consistently demonstrates ability to conceptualize cases from theoretical lens. Consistently considers supervisor's treatment suggestions and successfully adapts them to the specific client(s) and groups. Accurately evaluates own counseling behaviors and client and group outcomes. Consistently reassesses client's needs and modifies treatments plans as client's needs change. Applies and integrates knowledge of community resources into counseling and treatment plans.

Comments:

C. Interactions with Clients (Students) *(10%)*
CACREP (2024) III.D.10; H.8
SC: CACREP (2024) V.H. 6,9, 11-19
Any combination of the following for each category

Unable to Perform/ Not Met (0 pts)	Deficient (1 pt)	Developing (2 pts)	Meets Expectations (3 pts)	Exceeds Expectations (4 pts)
Fails to introduce self as a counseling inter and explain professional counseling. Does not appear comfortable interacting with diverse clients (e.g., discomfort with varying ages, ethnic origin, etc.). During counseling sessions mostly listens to clients and does not respond effectively. Unable to build rapport and gain the client's trust. Is not sensitive or responsive to client's needs. Cannot describe to clients the mission and scope of services for this setting.	Frequently fails to introduce self as a counseling intern and explain professional counseling. Does not usually appear comfortable interacting with diverse clients (e.g., discomfort with varying ages, ethnic origin, etc.). During counseling sessions mostly listens to clients and usually does not respond effectively. Usually unable to build rapport and gain the client's trust. Usually is not sensitive or responsive to client's needs. Usually cannot describe to clients the mission and scope of services for this setting.	Introduces self as a counseling intern but limited in ability to explain professional counseling to others. More often than not appears comfortable interacting with diverse clients but counseling and treatment plans do not reflect this. Inconsistent effectiveness in using basic counseling skills with clients. Generally able to build rapport, and gain the client's trust. Respectful and most often sensitive and responsive to client's needs. Can describe to clients the purpose of the agency at a superficial level.	Introduces self as a counseling intern and can explain professional counseling to others. Appears comfortable interacting with diverse clients and notes aspects of client special needs in the counseling and treatment plans. Most often uses effective basic counseling skills in interactions with clients. Builds rapport and generates trust, with nearly all clients Is respectful, sensitive and responsive to client's needs. Can describe the purpose and services of the setting to others.	Consistently introduces self as counseling intern and can confidently explain professional counseling to professionals and lay persons. Appears comfortable interacting with a wide variety of diverse clients. Effectively applies and integrates knowledge of client diversity into counseling and treatment plans. Regularly uses effective basic counseling skills to initiate and maintain interactions with clients. Able to build rapport and generate trust with all but the most interpersonally difficult clients. Is consistently respectful sensitive and responsive to client's needs.

Comments:

D. Counseling Records, Forms and Reports *(10%)*
CACREP (2024) III.D.10; H.8
SC: CACREP (2024) V.H. 5, 11-19
Any combination of the following for each category

Unable to Perform/ Not Met (0 pts)	Deficient (1 pt)	Developing (2 pts)	Meets Expectations (3 pts)	Exceeds Expectations (4 pts)
Does not keep appropriate records.	Inconsistently keeps appropriate records. Written and verbal reports are unreliable	Usually keeps necessary records. Written and/or verbal reports are factually	Reliably and accurately keeps records in a timely manner.	Consistently keeps current, reliable and accurate records.

Written and verbal reports are unreliable and/or incomplete. Reports do not provide clinical or administrative client and treatment information. Written and/or verbal reports are presented in a unprofessional manner. Does not meet deadlines.	and/or most often incomplete. Reports do not provide sufficient clinical and/or administrative client and treatment information. Written and/or verbal reports are presented in a colloquial and very causal manner. Usually does not meet deadlines.	correct though sometimes incomplete. Reports have shown improvement over the semester. Reports provide most of the necessary clinical and or administrative client and treatment information. Many of the written and/or verbal reports are presented in a professional manner. Usually meets deadlines.	Written and/or verbal reports are accurate and most often complete. Reports have improved across the semester. Written and/or verbal reports are presented in an effective and professional manner. Reports provide all necessary clinical and/or administrative client and treatment information plus some additional helpful information. Meet deadlines.	Written and/or verbal reports are accurate and complete in scope. Written and/or verbal reports are presented in a confident, clear and professional manner. Reports not only provide all necessary information but also anticipate emerging client or agency issues. Always meets or submits requirements prior to deadlines.

Comments:

Section 4. General Approach to Learning and Supervision *(20%)*

A. Self- Awareness and Self-Care *(10%)*
   CACREP (2024) III.D.10; H.8
   SC: CACREP (2024) V.H. 6-8
   Any combination of the following for each category

Unable to Perform/ Not Met *(0 pts)*	Deficient *(1 pt)*	Developing *(2 pts)*	Meets Expectations *(3 pts)*	Exceeds Expectations *(4 pts)*
Is not open to seeking new information from staff or supervisor. Does not apply new information in clinical setting. Is unaware of or unable to describe own personal and professional strengths and limitations. Ineffective in managing personal assets in the professional environment. Does not maintain own mental/physical health.	Does not actively seek new information from staff or supervisor. Infrequently applies new information in clinical setting. Is unaware of or unable to describe own personal and professional strengths and limitations accurately. Usually ineffective in managing personal assets in the professional environment. Usually ineffective at maintaining own mental/physical health.	Seeks new information from staff or supervisor but unable to generalize to other situations in the clinical setting. Understands some of own personal and professional strengths and limitations. More often than not manages personal assets in the professional environment. Sometimes may be ineffective at maintaining own physical/mental health.	Actively seeks new information from staff or supervisor and applies this new information in the clinical setting. Understands most of own personal and professional strengths and limitations. Effectively manages personal assets in the professional environment. Most often attends to own physical/mental health.	Actively seeks new information from staff or supervisor and effectively applies new information in the clinical setting. Understands with insight own personal and professional strengths and limitations. Effectively manages personal assets in the professional environment. Assumes responsibility for own physical/mental health.

Comments:

B. Response to Supervision *(10%)*
CACREP (2024) III.D.10; H.8
SC: CACREP (2024) V.H. 3
Any combination of the following for each category

Unable to Perform/ Not Met (0 pts)	Deficient (1 pt)	Developing (2 pts)	Meets Expectations (3 pts)	Exceeds Expectations (4 pts)
Does not seek out supervision when necessary outside of the scheduled time. Fails to respond to and/or defensive about feedback and suggestions from the supervisor. Unable to successfully integrate or implement suggestions from supervisor. Very limited awareness of areas that need improvement. Unable to explore personal strengths and weaknesses.	Does not usually seek out supervision when necessary outside of the scheduled time. Usually fails to respond to and/or defensive about feedback and suggestions from the supervisor. Usually unable to successfully integrate or implement suggestions from supervisor. Usually very limited awareness of areas that need improvement. Unable to explore personal strengths and weaknesses accurately.	Usually will seek supervision when necessary. Usually receptive to feedback and suggestions from the supervisor but does not integrate these suggestions into clinical work. Somewhat aware of areas that need improvement. Limited openness to exploring personal strengths and weaknesses.	Actively seeks supervision when needed. Receptive to feedback and suggestions from the supervisor and implements suggestions into clinical work. Aware of most areas that need improvement. Usually open and willing to explore personal strengths and weaknesses.	Knows when to seek supervision and does so promptly. Is receptive to feedback from supervisor and effectively and accurately implements suggestions into clinical work. Aware of areas that need improvement and seeks ways to improve. Consistently open and willing to explore personal strengths and weaknesses.

Comments:

Section 5. Professional Disposition *(10%)*
CACREP (2024) III.D.10; H.8
SC: CACREP (2024) V.H. 1-19
Any combination of the following for each category
The counseling intern conducts self in an ethical and professional manner so as to promote confidence in the counseling profession. The counseling intern demonstrates capacity for openness to points of view, theories, experiences, and perspectives different than their own, especially in relationship to those in supervisory or instructional positions. Counseling intern demonstrates the ability to engage in dialogue with others who have different perspectives in ways that show respect for the other persons and their points of view. They will demonstrate a willingness to consider the merits of these alternative points of view in a thoughtful and professional manner. The counseling intern demonstrates the ability to monitor attitudes, personal well-being, personal issues, and personal programs to support self as well as safeguard the welfare of the client. The CI demonstrates appropriate self-control (i.e. impulse control) in interpersonal relationships site staff other interns, clients, etc. The counseling intern maintains a positive attitude and flexible, solution-oriented stance in all educational and professional endeavors. The counseling intern refrains from making statements that are false, misleading, or deceptive; respects the fundamental rights, dignity, and worth of all people. The counseling intern considers the impact of their actions on the well-being of others (i.e. colleagues, supervisors, clients), the site, and the profession as a whole.

CCU Counseling Program Professional Performance Standards are formally known as the counseling candidates:

11. Openness to new ideas
12. Flexibility
13. Relevant Interpersonal Skills
14. Willingness to accept and use feedback
15. Self-awareness of own impact on others
16. Ability to deal with conflict.
17. Ability to accept personal responsibility.
18. Ability to express feelings effectively and appropriately.
19. Ethical Conduct.
20. Alignment to the Profession: Initiative and motivation.

Candidates should be evaluated on their professional disposition in totality.

Unable to Perform/ Not Met *(0 pts)*	Deficient *(1 pt)*	Developing *(2 pts)*	Meets Expectations *(3 pts)*	Exceeds Expectations *(4 pts)*
Unable to demonstrate criteria for the program level. If candidate receives this score during internship 2; candidate will automatically need to repeat the course.	*Does not meet criteria for program level.*	*Meets criteria minimally or inconsistently for program level.*	*Meets criteria consistently at this program level.*	*Exceeds criteria at this program level.*

Comments:

Section 6. Additional Feedback about Candidate Behaviors

A. What would you identify as this intern candidate's top areas of strength?

B. What do you think should be the primary focus for this intern candidate's growth and improvement?

C. If you have any other comments regarding this intern, please include below. If more space is needed, continue your comments on the back of this page.

If you would like to discuss this intern further, please contact the supervising university course instructor, by email or phone. Thank you very much for your time in supervising this candidate and completing this evaluation.

Supervisor's Signature: _____   **Date:** _____

Career Project** (10%)
CACREP (2024) III. A.11; B.8-9; D.1, 9-11; E.10-12,14; H.2, 7-8
SC: CACREP (2024) V.H.5, 8, 15-19
SCTS 4.0 (School Counselors): Planning. 1-3; Program Management.1-2; Direct and Indirect Services.1-2; Professionalism.1-5
NBPTS (School Counselors): I-V, VII-IX
To maintain good standing in the program, a minimum of 80% or higher on all key assessment assignments is needed.

Each candidate will be required to complete one career project to help students prepare for college. Some examples of this project can include filling out the FAFSA application form with a student, taking a group of students on a college visit, assisting a student with a college application, providing the results of a PLAN or EXPLORE assessment and applying it to their future career goals, or any other ideas that the professor approves ahead of time. You will be allocated 15 minutes during which you will present your Career Project with the class. You must also give the instructor a written summary of your experience and a copy of the materials used (e.g., a copy of the FAFSA form, announcements/recruitment for college visit, copy of college application, etc.). Select any important handouts/information you want to highlight in your presentation and make copies for each classmate. A format for the written summary will be provided in class.

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4 PTS)	COMMENTS
SCTS 4.0: Planning. 1-3; Program Management.1-2; Direct and Indirect Serviecs.1-2; Professionalism.1-5 ; CACREP (2024) III. B.8-9; D.1, 9-11; E.10-12,14; H.2, 7-8 ; SC: CACREP (2024) V.H.5, 8, 15-19	Student Career Project Presentation: Overall 20%	The case presentation does not represent an oral and written defense that documents sufficient personal, professional dispositions, or requisite skills as a counseling professional. Presentation was less than 15-minutes and/or was ambiguous for audience understanding. Unable to answer audience questions to support understanding.	The case presentation represents an oral and written defense that documents marginally sufficient in personal, professional dispositions, or requisite skills as a counseling professional. Presentation was less than 15-minutes or had a great deal of ambiguity for audience. Able to answer minimal questions to support audience understanding	The case presentation represents an oral and written defense that documents sufficient personal, professional dispositions, or requisite skills as a below-entry level counseling professional. 15-minute presentation had some ambiguity for audience. Able to answer some questions to support audience understanding	The case presentation represents an oral and written defense that documents sufficient personal, professional dispositions, or requisite skills as a counseling professional. 15-minute presentation understandable. Provided handouts to classmates (when relevant). Able to answer questions to support audience understanding	The case presentation fully represents an oral and written defense that documents sufficient personal, professional dispositions, or requisite skills as a counseling professional that exceeds expectations. 15-minute presentation was clear and concise. Provided pertinent handouts to classmates (when relevant). Able to answer questions with ease to support audience understanding.	
SCTS 4.0: Planning. 1-3; Program Management.1-2; Direct and Indirect Serviecs.1-2; Professionalism.1-5; CACREP (2024) III. B.8-9; D.1, 9-11; E.10-12,14; H.2, 7-8 ; SC: CACREP (2024) V.H.5, 8, 15-19	Development, Implementation, and Evaluation of Student Career Project 30%	The process for developing/planning, implementing, and evaluation the implementation of the career project is scarcely identified. Use of time is and roles and responsibilities of self and other stakeholders are scarcely or inaccurately identified. The step-by-step process inaccurately or	The process for developing/planning, implementing, and evaluation the implementation of the career project is partially identified. Use of time is and roles and responsibilities of self and other stakeholders are partially identified. The step-by-step process accounts for	The process for developing/planning, implementing, and evaluation the implementation of the career project is identified. Use of time is and roles and responsibilities of self and other stakeholders are identified. The step-by-step process accounts for some ethical and legal implications, access,	Examines the process for developing/planning, implementing, and evaluation the implementation of the career project. Use of time is detailed and roles and responsibilities of self and other stakeholders are established. The step-by-step process accounts for ethical and legal implications,	Thoroughly examines the process for developing/planning, implementing, and evaluation the implementation of the career project. Use of time is detailed and roles and responsibilities of self and other stakeholders are clearly established. The step-by-step process accounts for ethical and legal	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4 PTS)	COMMENTS
		does not account for minimal ethical and legal implications, access, and capabilities.	minimal ethical and legal implications, access, and capabilities. Minimal scholarly literature is supplied to support efforts.	and capabilities. Some scholarly literature is supplied to support efforts.	access, and capabilities. Scholarly literature is supplied to support efforts.	implications, access, and capabilities. An abundance of scholarly literature is supplied to support efforts.	
SCTS 4.0 : Planning. 1; Professionalism.1,3 ; CACREP (2024) III. B.8-9; D.11; E.11; SC: CACREP (2024) V.H.15,	Culturally Responsive 20%	The candidate does not reflect an ability to provide effective, culturally responsive services to clients in a multicultural society, and applies the Multicultural and Social Justice Counseling Model.	The candidate reflects a below entry-level counselor ability to provide effective, culturally responsive services to clients in a multicultural society, and applies the Multicultural and Social Justice Counseling Model.	The candidate reflects a beginning ability to provide effective, culturally responsive services to clients in a multicultural society, and applies the Multicultural and Social Justice Counseling Model.	The candidate reflects an ability to provide effective, culturally responsive services to clients in a multicultural society, and applies the Multicultural and Social Justice Counseling Model.	The candidate reflects a high level of ability to provide effective, culturally responsive services to clients in a multicultural society, and applies the Multicultural and Social Justice Counseling Model.	
SCTS 4.0: Professionalism.2 ; CACREP (2024) III. A.11; H.8	Career Project Reflection: Summary and Materials 30%	The candidate does minimally identify the following within their refection reflection of their planning (development), implementation, and assessment of the career project: their strengths and areas for growth exceeding expectations for training level (e.g., sought supervision regarding areas for growth, plans following graduation to continue to develop	The candidate identifies the following partially within their reflection of their planning (development), implementation, and assessment of the career project: their strengths and areas for growth exceeding expectations for training level (e.g., sought supervision regarding areas for growth, plans following graduation	The candidate identifies the following throughout the entire reflection of their planning (development), implementation, and assessment of the career project: their strengths and areas for growth exceeding expectations for training level (e.g., sought supervision regarding areas for growth, plans following graduation to continue to develop	The candidate describes throughout the entire reflection of their planning (development), implementation, and assessment of the career project: their strengths and areas for growth exceeding expectations for training level (e.g., sought supervision regarding areas for growth, plans following graduation to continue to develop in these growth areas).	The candidate thoroughly examines throughout the entire reflection of their planning (development), implementation, and assessment of the career project: their strengths and areas for growth exceeding expectations for training level (e.g., sought supervision regarding areas for growth, plans following graduation to continue to develop	

STANDARDS	CRITERIA	NOT MET (0 PTS)	DEFICIENT (1 PT)	DEVELOPING (2 PTS)	MEETS EXPECTATIONS (3 PTS)	EXCEEDS EXPECTATIONS (4 PTS)	COMMENTS
		in these growth areas). Provides none or some materials to the instructor associated with the career project.	to continue to develop in these growth areas). Provides some of the materials to the instructor associated with the career project.	in these growth areas). Provides all materials to the instructor associated with the career project.	Provides all materials to the instructor associated with the career project.	in these growth areas). Provides all materials to the instructor associated with the career project.	