C:\Documents and Settings\dncarr\My Documents\topleft.gif **EDUCATION PROFESSIONAL STANDARDS BOARD** KUS.gif

1. **Program Profile: This profile describes a program category, which includes potential variations of program offerings. Each instance or variation must be distinguished among the others in order to ensure regulatory compliance. Please see the “Program Review Technical Guide” for additional details.**

Program Identification

**Name of Program Category: School Guidance Counselor**

**Grade Levels: (check all that apply)**

P-12

**Program Classification: (check all that apply)**

Graduate  Graduate – Cert Only

**Program Degree/Award Level: (check all that apply)**

Master’s for Rank II  Master’s for Rank I

5th year non-degree for Rank II  6th year non-degree for Rank I

**Program Route: (check all that apply)**

Traditional  Option 6

**Program Sites: (check all that apply)**

Main/Residential Campus  Off-Site Campus (list each location)

|  |  |
| --- | --- |
| Campus Name | City |
|  |  |
|  |  |

**Delivery Modes: (check all that apply)**

Face-to-Face Only  Online Only  Hybrid

**EPP Submission Coordinator: If Option 6 - provide Program Coordinator:**

Name \_\_Beverly Ennis\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone \_\_(270) 789-5344 \_\_\_\_\_\_\_\_\_\_\_\_ Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email bcennis@campbellsville.edu\_\_\_\_\_ Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Experiences

The Kentucky Education Professional Standards Board approved standards for School Guidance Counseling Programs in January 2005. The Kentucky Standards for Guidance Counselor Programs are derived from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards and are incorporated by reference in 16 KAR 5:010 that include core curriculum experiences and demonstrated knowledge and skills. (See - STANDARDS FOR GUIDANCE COUNSELING PROGRAMS)

# Program Innovations: (Optional)

Program-Initiated Innovations. These innovations may span over the most recent three years, and should include all variations within this program category.

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| Campbellsville University provides opportunities for international field experiences, practicums, and internships for our teaching candidates. Two years ago, program faculty worked with a school counselor in Belize to develop an international field experience for school counseling candidates. This year, our first school guidance counseling candidate completed an international field experience working with a high school guidance counselor in Belize. We hope in future years to have school counseling candidate completing an international internship as well. |

Program Curriculum:

Each EPP must inform a potential candidate about the program’s content, performance expectations and assessment processes.

How does the EPP communicate the following with every student: required coursework and electives, certification, rank change, and/or degree result, admission requirements, exit requirements? If the EPP offers multiple program routes for this category and certification, you must include each variation.

|  |
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| We use the curriculum guides as the primary method to communicate program details with each student and candidate.  See [**Addendum A**](#A) and [**Addendum B**](#B) |

**Admission criteria for each instance in this program category:** This must include **admission criteria** such as GPA, admission assessments, evidence of Code of Ethics and Character and Fitness Review. Reference the regulation 16 KAR 3:060 and 16 KAR 9:080 (as applicable). You may reference the “Program Review Technical Guide” for additional details.

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| --- | --- |
| |  | | --- | | Admission criteria for the MAEd in School Counseling include an official transcript (2.75 GPA), GRE scores (V=144, Q=144) or 3.5 GPA on transcript, Copy of Valid Teaching Certificate (required only for candidates using the program for Rank I), three disposition recommendations (self, colleague, supervisor), one-page essay on rationale for graduate study, KY Code of Ethics (signed), ASCA Ethical Standards for School Counselors Commitment (signed), Character & Fitness (signed), Diversity Survey (signed), State Criminal Background Check (if not teaching), Statement of Acknowledgement/Commitment (signed), Curriculum Contract/Guidesheet (signed) See [**Addendum C**](#C) | |

**Describe the Professional and Clinical Experiences** (Provide link to program syllabi to provide evidence of the experiences) (limit of 2000 characters)

|  |
| --- |
| Candidates have a variety of field, practicum, and internship experiences (600 hours) throughout their courses working with school counselors, vocational rehabilitation counselors, special educators, and other practitioners with whom they need to develop working relationships. For example, in **SGC 511** Developmental Guidance for Elementary School Counselors and **SGC 512** Developmental Guidance for Middle/High School Counselors, candidates observe and assist school counselors in planning and providing classroom guidance. In **SGC** **513** College and Career Readiness for All Students, candidates observe an ARC meeting and interview a vocational rehabilitation counselor about the types of support they provide school counselors. In **SGC 530** Counseling Students Impacted by Substance Abuse, candidates attend meeting for individuals who are addicts or have family members who are addicts such as AA, NA, Celebrate Recovery, Al Anon, etc. These experiences are designed to amplify course content and provide a real world context to their classroom experiences. At the end of the program, candidates complete 400 internship hours under the direct supervision of a certified school counselor and program faculty. See [**Addendum D**](#D) and [**course syllabi**](https://www.campbellsville.edu/education/caep/cu-program-submissions/school-counseling-p-12/school-counseling-program-syllabi/) |

**Exit requirements for the program:** This must include **exit criteria** such as GPA, exit assessments, etc. Evidence of criteria must address 16 KAR 3:060, and 16 KAR 9:080 (as applicable). You may reference the “Program Review Technical Guide” for additional details.

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| Exit requirements for the MAEd in School Guidance Counseling include official transcript (GPA 3.0), [**School Counselor/Masters Action Research Project (ARP**](#H)**)**, Oral Presentation of ARP, [**Comprehensive Developmental Elementary School Guidance Program**](#E)**,** [**Comprehensive Developmental Middle/High School Guidance Program**](#F)**,** [**Performance Evaluation of Internship Experiences**](#G)**,** Two Disposition Recommendations, Completed CA-1 Form, Application for Additional Credentials, and Graduation Application. These exit assessments allow the candidate to demonstrate performance on the Kentucky Standards for Guidance Counselor Programs as stipulated in 16: KAR 3:060 Section 1. See [**Addendum C**](#C) |

**Courses**

**Use the “Program Review Courses” spreadsheet**

Provide a list of the program courses (include all courses in the curriculum guide). Ensure that the courses are identified and linked to each program category and program code on the “Program Review Courses” spreadsheet. When completing the “COURSES” tab, the EPP can enter all courses for all programs in one spreadsheet.

**Clinical Educators**

**Use the “Program Review Clinical Educators” spreadsheet**

Provide a list of all Clinical Educators who prepare candidates in this program category. Include full-time and part-time faculty; identify the adjunct teachers. These should be members who are directly involved with program delivery. Ensure that each educator is identified and linked to one or more program categories. When completing the “Program Review Clinical Educators” spreadsheet the EPP can enter all educators for all programs in one spreadsheet.

**Key Assessment Areas**

**Use the “Program Review Assessments” spreadsheet**

In this section, identify the assessment areas used to generate program data to demonstrate mastery of the Kentucky Standards for Guidance Counselor Programs. For each assessment area, indicate the type or form of the assessment and when it is administered in the program. EPPs must identify the assessments for each assessment area to demonstrate meeting the applicable standards. Reference the “Program Review Technical Guide” for additional details.

**Align to Standards**

**Use the “Program Review SPA Alignment” spreadsheet**

The purpose of the alignment section is to indicate where the program courses address the applicable Specialty Professional Standards. Some programs will be expected to demonstrate alignment with multiple SPAs (i.e., ACEI, NCTM, ILA, ISTE, etc.). The Program Review Spreadsheet provides each of the major standard areas, including the SPAs to be used to show this alignment. This alignment provides direction and guidance for the evaluation of addressing all the standards through the program review process. Many EPPs have their own alignment tables and combine standards through various crosswalks – these may be attached as an addendum and may replace the alignment tables in the Program Review Spreadsheet.

# Evidence and analysis

# Repeat this section for each assessment

**Evidence for meeting standards -** For each instance in this program category, provide a narrative about the eight (8) assessment areas, discuss the instrument, scoring guide/criteria, and alignment to the Kentucky Standards for Guidance Programs. The narrative provides a rationale for how the assessment area demonstrates candidate mastery of the standards. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and may be used to replace the table questions below only if all equivalent information is provided. When completing this section, the EPP will copy this table eight (8) times for each instance in this program category. If the assessments are the same for each instance, then declare in your narrative that they are the same, or only show those assessments which are different. Reference the “Program Review Technical Guide” for additional details.

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| --- |
| **Assessment Title**  [**Comprehensive Developmental Elementary School Guidance Program**](#E) |
| **Assessment description:**  **Directions:** Candidates will use, manage, analyze, and present data from school-based information systems (e.g., standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) in order to develop a plan based on the ASCA National Standards for School Counseling Programs to improve student outcomes for children in elementary schools.  They will prepare a school counseling calendar that reflects appropriate time commitments and priorities based on assisting students in achieving academic, career, and personal/social competencies identified by the overall developmental guidance program.  In addition, they will investigate MUNIS on the Kentucky Department of Education website in order to determine factors affecting funding for personnel and programs.  The [Comprehensive Developmental Elementary School Counseling Program](#E) should follow the order of the scoring guide with sections clearly labeled. Candidates should utilize the templates provided in the ASCA National Model with accompanying explanatory narrative.  The purpose of this assessment is to measure the candidate’s knowledge and skill in developing and implementing an overall school counseling program that is developmentally appropriate for elementary schools and students. This assessment addresses most of the Kentucky Standards for Guidance Counselor Programs and the Kentucky Guidance Counselor Program Objectives and Curriculum. ***Candidates must score a minimum of Developing (2) on each section of the*** [***Comprehensive Developmental Elementary School Counseling Program***](#E) ***in order to progress through the rest of the program.***  The scoring guide is for documenting the level of mastery for each section of the [Comprehensive Developmental Elementary School Guidance Program](#E) based on the descriptors and utilizing the following scale: **4= Exemplary, 3=Accomplished, 2=Developing, 1=Ineffective**. **Exemplary (4)** mastery is demonstrated by including all components in the descriptor at a level of specificity that demonstrates deep understanding of what the program will look like and how the program will function interrelated to the other programs in the school. **Accomplished (3)** mastery is demonstrated by including all components in the descriptor with a general understanding of what the program will look like and how the program will function interrelated to the other programs in the school. **Developing (2)** mastery is demonstrated by including the components in the descriptor with a general understanding of what the program will look like but little understanding demonstrated of how the program will function interrelated to the other programs in the school. **Ineffective (1)** mastery does not include key components of a comprehensive school counseling program or is not developmentally appropriate for elementary schools or students. |
| **How do the Assessment and any related measures address the applicable standards?**  **As a result of piloting the rubric with our first cohort of school counselor candidates, the rubric was revised to more accurately reflect the standards that are demonstrated most completely by the assessment. The narrative below reflects those revisions.**  The [Comprehensive Developmental Elementary School Guidance Program](#E) is divided into sections that address both content and application of most of Kentucky’s Standards for Guidance Counseling Programs and Program Objectives and Curriculum. [**Section I, Foundation**](#E1), of the assessment addresses foundational beliefs about the role of the program in the mission and vision of the school and includes a mission statement for the program. To demonstrate mastery, candidates must have knowledge of school counseling history as well as future trends and an understanding of their role and the program’s role in ethical support, collaboration, and navigation of school systems (Standards A 2, 4, 5, B 1; Program Objectives 1 b, g). [**Section II Data Analysis**](#E2) addresses an analysis of assessment data and setting goals based on data. To demonstrate mastery candidates must have knowledge about assessment, research, and evaluation, and they must have skill utilizing various technologies in accessing assessment results and data from school based systems (Standards A 7, 8, 9, C 1 a, g; Program Objectives 1 c, 7 b, f, g, 8 d). [**Section III Curriculum**](#E3) addresses the planning and implementation of the program curriculum. To demonstrate mastery, candidates must know about the academic curriculum, developmentally appropriate instructional strategies, barriers to student learning, creating learning communities, and career development and apply this knowledge in securing resources and lesson planning (Standards B 3, 4, 5, 6, C 1 c, d, C 2 b; Program Objectives 2 a, b, 3, b, d). [**Section IV Responsive Services**](#E4)addresses program delivery in the areas of consultation, personal counseling, crisis counseling, and community referrals. To demonstrate mastery candidates must be knowledgeable about issues that affect student success and apply this in selecting appropriate individual, group, and classroom counseling approaches. Candidates must also demonstrate a plan for providing access to services through disseminating information and collaboration with all stakeholders (Standards B2, C 2 a, c, f, C 3 a, b, c, d; Program Objectives 2 c, 3, 5 e, f). [**Section V School Calendar**](#E5)addresses curriculum and planning for an entire school year for several grade levels. To demonstrate mastery, candidates must know how the school counseling program fits into and supports the overall school program and develop a calendar that reflects flexibility and reasonable time commitments (Standard C 1 e). [**Section VI Funding**](#E6) addresses how the program will be funded. To demonstrate mastery, candidates must know about MUNIS and its impact on personnel (Standard C 1 f). [**Section VII**](#E7) addresses evaluation of the overall program and of its individual components. To demonstrate mastery, candidates must develop an evaluation plan that addresses the substance of the evaluation and how it will be utilized in program improvement (Standard C 1 b; Program Objectives 8 c, d, e). |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis)  Comprehensive Developmental Elementary School Guidance Program Scoring Guide  [**Addendum E**](#E) |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  The [Comprehensive Developmental Elementary School Counseling Program](#E) assessment is based on the *ASCA National Model: A Framework for School Counseling Programs* (3rd edition). Candidates utilize the framework and templates from the document in creating a school counseling program specific to their local elementary school. The first edition of the *National Model* was published in 2003, and it has been revised twice based on feedback from practitioners and professors in school counseling. Studies document improved student academic and behavioral outcomes when the *ASCA National Model* is utilized in schools (Palmer and Erford, 2012; Carey, Harrington, Martin, & Hoffman, 2012; Carey, Harrington, Martin, and Stevenson, 2012). Construct validity was established by utilizing a framework and templates from a research based model that is widely used by practicing school counselors. Utilizing templates from the model in conjunction with the framework establishes the attributes to be measured and their balance ensuring content validity. The assessment was developed by an advisory council of practicing and retired public school guidance counselors and administrators and professors in the EPP.  The scoring guide includes four distinct performance levels for each section. The feedback from the scoring guide is actionable and tagged to corresponding Kentucky Standards for Guidance Counseling Programs, CAEP Advanced Program Standards, and InTASC Standards. The assessment was piloted in Spring, 2016.  **Based on feedback from the *CAEP Early Instrument Review Report*, the rubric was revised to provide a description of the basis for candidate judgement regarding what mastery means in terms of the instrument’s performance levels. Information about the purpose of the assessment and how it is used to monitor progress and make decisions on the candidate progression, including cut scores, are also now included on the rubric (p. 6).**  **The indicators for the performance levels were revised to reflect higher levels of intellectual behavior utilizing Bloom’s Taxonomy in the language for mastery levels 3 and 4. For level 1, the language was revised to include what the candidate does as opposed to what he/she doesn’t do. The rubric categories contain more in-depth descriptions utilizing performance based observable behavioral terms (p. 7).**  **Results from the assessment will be analyzed, interpreted, and discussed with the School Counseling Advisory Council made up of practitioners and EPP program faculty on a yearly basis. Program improvement recommendations are made by this group to the graduate faculty who make decisions and report to the EPP faculty on a yearly basis (p.8).**  **At the School Counseling Advisory Council meeting held on March 23, 2017, 12 practicing school counselors and 3 program faculty applied Lawshe’s Method to the Comprehensive Developmental Elementary School Counseling Program. With this number of participants, Lawshe (1975) allows for a minimum CVR of .49 for a component. Based on the results of the Lawshe’s assessment,** [**Section 6 Funding**](#E6) **and the Sections regarding the** [**General Assignment Labeling and Timeliness**](#GA) **are considered not essential and will be dropped from the final version of the assessment. We are working with the advisory council to reword** [**Section 5 School Calendar**](#E5) **as this component is identified in the Kentucky standards with the school calendar being mentioned specifically as part of a Comprehensive Developmental Guidance Program. Once we have sufficient feedback and have revised the assessment based on this feedback, we will conduct another Lawshe’s.**  **The CVRs for the components considered Essential are as follows:**  **Section 1: Foundation = 1**  **Section 2: Data Analysis (sources) =1**  **Data Analysis (narrative) = .73**  **Section 3: Curriculum (plan) = .73**  **Curriculum (narrative) = .86**  **Section 4: Responsive Services = 1**  **Section 7: Program Evaluation = .60**  **General Assignment: Mechanics = .60**  **The Content Validity Index (CVI) for the assessment averaging these CVRs is 72%.**  Currently the assessment is being used by only one professor. As the program grows and new professors begin teaching the course, training on using the assessment and scoring guide will be provided and a reliability study will be conducted with each new professor. At that point, a reliability study will be conducted at least every other year to ensure consistency in scoring and training for recalibration will be conducted on an as needed basis.  Carey, J. Harrington, K., Martin, I., & Hoffman, D. (2012). A statewide evaluation of the outcomes of the implementation of ASCA National Model School Counseling Programs in rural and suburban Nebraska high schools. *Professional School Counseling*, 16(2), 100-107.  Carey, J., Harrington, K., Martin, I., & Stevenson, D. (2012). A statewide evaluation of the outcomes of ASCA National Model School Counseling Programs in Utah high schools. *Professional School Counseling*, 16(2), 89-99.  Lawshe, C. (1975). A quantitative approach to content validity. *Personnel Psychology*, 28(4),  563-575.  Palmer, L. & Erford, B. (2012). Predicting student outcome measures using the ASCA National Model Program Audit. *Professional Counselor*, 2(2), 152-159.  Penland, D., Dix, J., & Eldridge, D. (2016). *CAEP Early Instrument Review Report* p. 6-8. |
| **Describe how the data from this assessment is used for the continuous improvement of this program.**  At the School Counselor Advisory Council Meeting, 14 practicing school counselors and 3 program faculty reviewed data from the pilot of the [Comprehensive Developmental Guidance for Elementary School Counselors Assessment.](#E) The advisory council discussed revisions that had already been made to the assessment based on the *CAEP Early Instrument Review Report.* The assessment has been completed by only one candidate to date, so the council wanted to wait until another cycle of data to make significant program changes.  One issue that the council decided to go ahead and address is in the area of working with diverse P-12 students. Data demonstrates the candidate scored an average 2 (developing) on a 1-4 Likert Scale on both the [Comprehensive Developmental Elementary School Guidance Program](#E) in [SGC 511](https://www.campbellsville.edu/education/files/2017/07/SGC-511-Developmental-Guidance-for-Elementary-School-Counselors-Syllabus.docx) that measures Kentucky School Counseling Standard C2a, “individual and small-group counseling approaches that promote school success through academic, career, and personal/social development for all.” The council discussed difficulties they as school counselors have accomplishing this standard with diverse P-12 groups especially within the structure whole class guidance. The advisory council recommended changing the field experience for [SGC 511](https://www.campbellsville.edu/education/files/2017/07/SGC-511-Developmental-Guidance-for-Elementary-School-Counselors-Syllabus.docx) to include the option of either a classroom guidance experience that includes diverse students or a small group counseling experience with diverse students. The change is as follows:  **Current**   |  |  |  |  | | --- | --- | --- | --- | | [SGC 511](https://www.campbellsville.edu/education/files/2017/07/SGC-511-Developmental-Guidance-for-Elementary-School-Counselors-Syllabus.docx)  Developmental Guidance for Elementary School Counselors | 10 | Candidates will observe and assist an elementary school counselor planning and providing classroom guidance. (5 hours observing and assisting) | Candidates will observe and assist an elementary school counselor planning and providing classroom guidance in classrooms that contain students representing two different diversities (e.g. students receiving free/reduced lunch, students with disabilities, students with cultural or ethnic diversity, etc.) or resource classrooms for students with disabilities.(5 hours observing and assisting) |   **Revised**   |  |  |  |  | | --- | --- | --- | --- | | [SGC 511](https://www.campbellsville.edu/education/files/2017/07/SGC-511-Developmental-Guidance-for-Elementary-School-Counselors-Syllabus.docx)  Developmental Guidance for Elementary School Counselors | 10 | Candidates will observe and assist an elementary school counselor planning and providing classroom guidance or small group counseling. (5 hours observing and assisting) | Candidates will observe and assist an elementary school counselor planning and providing classroom guidance in classrooms that contain students representing two different diversities (e.g. students receiving free/reduced lunch, students with disabilities, students with cultural or ethnic diversity, etc.) or resource classrooms for students with disabilities or small group counseling with diverse students.(5 hours observing and assisting) | |
| **Assessment Title:**  [**Comprehensive Developmental Middle/High School Guidance Program**](#F) |
| **Assessment description:**  Candidates will use, manage, analyze, and present data from school-based information systems (e.g., standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) in order to develop a plan based on the ASCA National Standards for School Counseling Programs to improve student outcomes for students in middle or high schools.  They will prepare a school counseling calendar that reflects appropriate time commitments and priorities based on assisting students in achieving academic, career, and personal/social competencies identified by the overall developmental guidance program.  In addition, they will investigate MUNIS on the Kentucky Department of Education website in order to determine factors affecting funding for personnel and programs.  The [Comprehensive Developmental Middle/High School Counseling Program](#F) should follow the order of the scoring guide with sections clearly labeled. Candidates should utilize the templates provided in the ASCA National Model with accompanying explanatory narrative.  The purpose of this assessment is to measure the candidate’s knowledge and skill in developing and implementing an overall school counseling program that is developmentally appropriate for middle or high schools and students. This assessment addresses most of the Kentucky Standards for Guidance Counselor Programs and the Kentucky Guidance Counselor Program Objectives and Curriculum. ***Candidates must score a minimum of Developing (2) on each section of the*** [***Comprehensive Developmental Middle/High School Counseling Program***](#F) ***in order to progress through the rest of the program.***  The scoring guide is for documenting the level of mastery for each section of the [Comprehensive Developmental Middle/High School Guidance Program](#F) based on the descriptors and utilizing the following scale: **4= Exemplary, 3=Accomplished, 2=Developing, 1=Ineffective**. **Exemplary (4)** mastery is demonstrated by including all components in the descriptor at a level of specificity that demonstrates deep understanding of what the program will look like and how the program will function interrelated to the other programs in the school. **Accomplished (3)** mastery is demonstrated by including all components in the descriptor with a general understanding of what the program will look like and how the program will function interrelated to the other programs in the school. **Developing (2)** mastery is demonstrated by including the components in the descriptor with a general understanding of what the program will look like but little understanding demonstrated of how the program will function interrelated to the other programs in the school. **Ineffective (1)** mastery does not include key components of a comprehensive school counseling program or is not developmentally appropriate for middle or high schools or students. |
| **How do the Assessment and any related measures address the applicable standards?**  **How do the Assessment and any related measures address the applicable standards?**  **As a result of piloting the rubric with our first cohort of school counselor candidates, the rubric was revised to more accurately reflect the standards that are demonstrated most completely by the assessment. The narrative below reflects those revisions.**  The [Comprehensive Developmental Middle/High School Guidance Program](#F) is divided into sections that address both content and application of most of Kentucky’s Standards for Guidance Counseling Programs and Program Objectives and Curriculum. [**Section I, Foundation**](#H1)**,** of the assessment addresses foundational beliefs about the role of the program in the mission and vision of the school and includes a mission statement for the program. To demonstrate mastery, candidates must have knowledge of school counseling history as well as future trends and an understanding of their role and the program’s role in ethical support, collaboration, and navigation of school systems (Standards A 2, 4, 5, B 1; Program Objectives 1 b, g). [**Section II Data Analysis (ASCA School Data Profile Template)**](#H2) addresses identification of sources of evidence available in school based systems. To demonstrate mastery candidates must have knowledge about assessment, research, and evaluation, and they must have skill utilizing various technologies in accessing assessment results and data from school based systems (Standards A 9, C 1 a, g; Program Objectives 1 c, 7 b, 8 d). [**Section III Data Analysis (Narrative)**](#H3) addresses an analysis of assessment data and setting goals based on data (Standards A 7, 8; Program Objectives 7 f, g). [**Section IV ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career- Readiness Standards for Every Student (ASCA Mindsets & Behaviors Template)**](#H4) has to do with identifying a delivery method and timeline for applying each of the ASCA standards to academics, career, and social emotional development (Standard C 1 d; Program Objective 4 h). [**Section V ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career- Readiness Standards for Every Student (Narrative)**](#H5) addresses how student proficiency in the standards will lead to overall achievement of program goals (Standard C 1 d; Program Objective 4 h). [**Section VI Curriculum (School Counseling Core Curriculum Action Plan Template)**](#H6) is about the planning and implementation of the program curriculum. To demonstrate mastery, candidates must know about the academic curriculum, developmentally appropriate instructional strategies, barriers to student learning, creating learning communities, and career development and apply this knowledge in securing resources and lesson planning (Standards B 4, 5, 6, C 1 c, C 2 b; Program Objectives b, 3, b, d). [**Section VII Curriculum (Narrative)**](#H7) discusses program goals and how the overall curriculum with help students and the school as a whole meet these goals (Standard B 3; Program Objective 2 a). [**Section VIII Responsive Services**](#H8) addresses program delivery in the areas of consultation, personal counseling, crisis counseling, and community referrals. To demonstrate mastery candidates must be knowledgeable about issues that affect student success and apply this in selecting appropriate individual, group, and classroom counseling approaches. Candidates must also demonstrate a plan for providing access to services through disseminating information and collaboration with all stakeholders (Standards B2, C 2 a, c, f, C 3 a, b, c, d; Program Objectives 2 c, e, 5 e, f). [**Section IX School Calendar**](#H9) addresses curriculum and planning for an entire school year for several grade levels. To demonstrate mastery, candidates must know how the school counseling program fits into and supports the overall school program and develop a calendar that reflects flexibility and reasonable time commitments (Standard C 1 e). [**Section X Funding**](#H10) addresses how the program will be funded. To demonstrate mastery, candidates must know about MUNIS and its impact on personnel (Standard C 1 f). [**Section XI**](#H11) addresses evaluation of the overall program and of its individual components. To demonstrate mastery, candidates must develop an evaluation plan that addresses the substance of the evaluation and how it will be utilized in program improvement (Standard C 1 b; Program Objectives 8 c, d, e). |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis)  Comprehensive Developmental Middle/High School Guidance Program Scoring Guide  [**Addendum F**](#F) |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  The [Comprehensive Developmental Middle/High School Counseling Program](#F) assessment is based on the *ASCA National Model: A Framework for School Counseling Programs* (3rd edition). Candidates utilize the framework and templates from the document in creating a school counseling program specific to their local elementary school. The first edition of the *National Model* was published in 2003, and it has been revised twice based on feedback from practitioners and professors in school counseling. Studies document improved student academic and behavioral outcomes when the *ASCA National Model* is utilized in schools (Palmer and Erford, 2012; Carey, Harrington, Martin, & Hoffman, 2012; Carey, Harrington, Martin, and Stevenson, 2012). Construct validity was established by utilizing a framework and templates from a research based model that is widely used by practicing school counselors. Utilizing templates from the model in conjunction with the framework establishes the attributes to be measured and their balance ensuring content validity. The assessment was developed by an advisory council of practicing and retired public school guidance counselors and administrators and professors in the EPP. The scoring guide includes four distinct performance levels for each section. The feedback from the scoring guide is actionable and tagged to corresponding Kentucky Standards for Guidance Counseling Programs, CAEP Advanced Program Standards, and InTASC Standards.  **Fall, 2016**  **Based on feedback from the *CAEP Early Instrument Review Report*, the rubric was revised to provide a description of the basis for candidate judgement regarding what mastery means in terms of the instrument’s performance levels. Information about the purpose of the assessment and how it is used to monitor progress and make decisions on the candidate progression, including cut scores, are also now included on the rubric (p. 6).**  **The indicators for the performance levels were revised to reflect higher levels of intellectual behavior utilizing Bloom’s Taxonomy in the language for mastery levels 3 and 4. For level 1, the language was revised to include what the candidate does as opposed to what he/she doesn’t do. The rubric categories contain more in-depth descriptions utilizing performance based observable behavioral terms (p. 7).**  **Results from the assessment will be analyzed, interpreted, and discussed with the School Counseling Advisory Council made up of practitioners and EPP program faculty on a yearly basis. Program improvement recommendations are made by this group to the graduate faculty who make decisions and report to the EPP faculty on a yearly basis (p.8).**  **Spring, 2017**  **At the School Counseling Advisory Council meeting held on March 23, 2017, 14 practicing school counselors and 3 program faculty applied Lawshe’s Method to the** [**Comprehensive Developmental Middle/High School Counseling Program Assessment**](#F)**. With this number of participants, Lawshe (1975) allows for a minimum CVR of .49 for a component. Based on the results of the Lawshe’s assessment,** [**Section 10 Funding**](#H10) **and the Sections regarding the** [**General Assignment, Mechanics, and Timeliness**](#HGA) **are considered not essential and will be dropped from the final version of the assessment. We are working with the advisory council to reword** [**Section 9 School Calendar**](#H9) **as this component is identified in the Kentucky standards with the school calendar being mentioned specifically as part of a** [**Comprehensive Developmental Middle/High School Guidance Program**](#F)**. Once we have sufficient feedback and have revised the assessment based on this feedback, we will conduct another Lawshe’s evaluation.**  **The CVRs for the components considered Essential are as follows:**  **Section 1: Foundation = 1**  **Section 2: Data Analysis (sources) =1**  **Section 3: Data Analysis (narrative) = .76**  **Section 4: ASCA Mindsets and Behaviors (Template) =.76**  **Section 5: ASCA Mindsets and Behaviors (Narrative) = .52**  **Section 6: Curriculum (plan) = .76**  **Section 7: Curriculum Narrative = .52**  **Section 8: Responsive Services = .88**  **Section 11: Program Evaluation = .64**  **The Content Validity Index (CVI) for the assessment averaging these CVRs is 76%.**  Currently the assessment is being used by only one professor. As the program grows and new professors begin teaching the course, training on using the assessment and scoring guide will be provided and a reliability study will be conducted with each new professor. At that point, a reliability study will be conducted at least every other year to ensure consistency in scoring and training for recalibration will be conducted on an as needed basis.  Carey, J. Harrington, K., Martin, I., & Hoffman, D. (2012). A statewide evaluation of the outcomes of the implementation of ASCA National Model School Counseling Programs in rural and suburban Nebraska high schools. *Professional School Counseling*, 16(2), 100-107.  Carey, J., Harrington, K., Martin, I., & Stevenson, D. (2012). A statewide evaluation of the outcomes of ASCA National Model School Counseling Programs in Utah high schools. *Professional School Counseling*, 16(2), 89-99.  Lawshe, C. (1975). A quantitative approach to content validity. *Personnel Psychology*, 28(4),  563-575.  Palmer, L. & Erford, B. (2012). Predicting student outcome measures using the ASCA National Model Program Audit. *Professional Counselor*, 2(2), 152-159.  Penland, D., Dix, J., & Eldridge, D. (2016). *CAEP Early Instrument Review Report* p. 6-8. |
| **Describe how the data from this assessment is used for the continuous improvement of this program.**  At the School Counselor Advisory Council Meeting, 14 practicing school counselors and 3 program faculty reviewed data from the pilot of the [Comprehensive Developmental Guidance for Middle/High School Counselors Assessment](#F). The advisory council discussed revisions that had already been made to the assessment based on the *CAEP Early Instrument Review Report.* The assessment has been completed by only three candidates to date, so the council wanted to wait until another cycle of data to make significant program changes.  Data demonstrates candidates scored an average 2 (developing) on a 1-4 Likert Scale on the [Comprehensive Developmental Middle/High School Guidance Prog](#F)ram in [SGC 512](https://www.campbellsville.edu/education/files/2017/07/SGC-512-Developmental-Guidance-for-Middle-and-High-School-Counselors-Syllabus.docx) that measures Kentucky School Counseling Standard C2a, “individual and small-group counseling approaches that promote school success through academic, career, and personal/social development for all.” The council discussed difficulties in accomplishing this standard with diverse groups especially in the context of whole class guidance. The high school counselors discussed the difficulty they have conducting whole class guidance. The advisory council recommended changing the field experience for [SGC 512](https://www.campbellsville.edu/education/files/2017/07/SGC-512-Developmental-Guidance-for-Middle-and-High-School-Counselors-Syllabus.docx) class from a classroom guidance experience that includes diverse students to small group counseling experience with diverse students. The change is as follows:  **Current**   |  |  |  |  | | --- | --- | --- | --- | | [SGC 512](https://www.campbellsville.edu/education/files/2017/07/SGC-512-Developmental-Guidance-for-Middle-and-High-School-Counselors-Syllabus.docx) Developmental Guidance for Middle/High School Counselors | 10 | Candidates will observe and assist a middle/high school counselor planning and providing classroom guidance. (5 hours observing and assisting) | Candidates will observe and assist a middle/high school counselor planning and providing classroom guidance in classrooms that contain students representing two different diversities (e.g. students receiving free/reduced lunch, students with disabilities, students with cultural or ethnic diversity, etc.) or resource classrooms for students with disabilities.(5 hours observing and assisting) |   **Revised**   |  |  |  |  | | --- | --- | --- | --- | | [SGC 512](https://www.campbellsville.edu/education/files/2017/07/SGC-512-Developmental-Guidance-for-Middle-and-High-School-Counselors-Syllabus.docx) Developmental Guidance for Middle/High School Counselors | 10 | Candidates will observe and assist a middle/high school counselor planning and providing small group counseling. (5 hours observing and assisting) | Candidates will observe and assist a middle/high school counselor planning and providing small group counseling with diverse students.(5 hours observing and assisting) | |
| **Assessment Title:**  [Performance Evaluation Checklist of Intern Experiences](#G) |
| **Assessment description:**  The purpose of the [Performance Evaluation Checklist of Internship Experiences](#G) is to measure the candidate’s level of performance on each of Kentucky’s Standards for School Counseling Programs and Program Objectives and Curriculum. This assessment is to be utilized throughout the school counseling internship in [SGC 514](https://www.campbellsville.edu/education/files/2017/07/SGC-514-Internship-in-School-Counseling-I-Syllabus.docx), [515](https://www.campbellsville.edu/education/files/2017/07/SGC-515-Internship-in-School-Counseling-II-Syllabus.docx), and [516](https://www.campbellsville.edu/education/files/2017/07/SGC-516-Internship-in-School-Counseling-III-Syllabus.docx) by the certified school counselor and the course instructor. The candidate will also complete a self-assessment utilizing this form throughout the school counseling internship in [SGC 514](https://www.campbellsville.edu/education/files/2017/07/SGC-514-Internship-in-School-Counseling-I-Syllabus.docx), [515](https://www.campbellsville.edu/education/files/2017/07/SGC-515-Internship-in-School-Counseling-II-Syllabus.docx), and [516](https://www.campbellsville.edu/education/files/2017/07/SGC-516-Internship-in-School-Counseling-III-Syllabus.docx). Candidates must obtain a score of 2 or higher on each indicator in order to exit the program. |
| **How do the Assessment and any related measures address the applicable standards?**  The [Performance Evaluation Checklist of Internship Experiences](#G) is taken verbatim from *Kentucky’s Standards for Guidance Counseling Programs and Program Objectives and Curriculum*. These standards form the basis for all school counseling programs in Kentucky and are evaluated regularly. The assessment includes instructions for candidates and evaluators and spaces to record performance levels. The assessment was developed by an advisory council of practicing and retired public school guidance counselors and administrators and professors in the EPP. It is administered during the candidate’s last semester in the program.  The [Performance Evaluation Checklist of Internship Experiences](#G) was submitted as part of the *CAEP**Early Instrument Review Report*. The CAEP reviewers determined that the assessment is proprietary based on the indicators being verbatim the *Kentucky’s Standards for Guidance Counseling Programs and Program Objectives and Curriculum*. The indicators on the scoring guide are also tagged to CAEP Advanced Program Standards and InTASC Standards.  Currently the assessment is being used by only one professor. As the program grows and new professors begin teaching the course, training on using the assessment and scoring guide will be provided and a reliability study will be conducted with each new professor. A reliability study will be conducted at least every other year to ensure consistency over time. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis)  Performance Evaluation Checklist of Intern Experiences  [Addendum G](#G) |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  The [Performance Evaluation Checklist of Internship Experiences](#G) was submitted as part of the *CAEP**Early Instrument Review Report*. The CAEP reviewers determined that the assessment is proprietary based on the indicators being verbatim the *Kentucky’s Standards for Guidance Counseling Programs and Program Objectives and Curriculum*. The data from the assessment is therefore assumed to be valid and reliable. |
| **Describe how the data from this assessment is used for the continuous improvement of this program.**  Currently, we have our first student completing the internships this semester. He will finish the assessment in August. Data will be reviewed at our next School Counselor Advisory Council Meeting. |
| **Assessment Title:**  [School Counselor/ Master’s Action Research Project](#H) |
| **Assessment description:**  The [Masters Action Research Project (MARP](#H)) is used throughout [ED 665/SGC 665](https://www.campbellsville.edu/education/files/2017/07/SGCED-665-Research-Methods-Syllabus.docx), [ED 670/SGC 670](https://www.campbellsville.edu/education/files/2017/07/SGCED-670-Action-Research-Practicum-I-Syllabus.docx), and [ED 675/SGC 675](https://www.campbellsville.edu/education/files/2017/07/SGCED-675-Action-Research-Practicum-II-Syllabus.doc), three of the required courses in the Teacher Leader Master of Arts in Education (TLMAE), Teacher Leader Master of Arts in Special Education (TLMASE), and MAEd in School Counseling programs. In [ED 665](https://www.campbellsville.edu/education/files/2017/07/SGCED-665-Research-Methods-Syllabus.docx), candidates plan their [MARP](#H) and write the introduction, background, and methodology. At the beginning of this course, candidates are introduced to the [MARP](#H) scoring guide. In [ED 670](https://www.campbellsville.edu/education/files/2017/07/SGCED-670-Action-Research-Practicum-I-Syllabus.docx), candidates implement their [MARP](#H) and collect data. During [ED 670](https://www.campbellsville.edu/education/files/2017/07/SGCED-670-Action-Research-Practicum-I-Syllabus.docx), candidates revise their introduction, background, and methodology based on feedback from the [ED 665](https://www.campbellsville.edu/education/files/2017/07/SGCED-665-Research-Methods-Syllabus.docx) professor. The [ED 670](https://www.campbellsville.edu/education/files/2017/07/SGCED-670-Action-Research-Practicum-I-Syllabus.docx) professor provides more feedback on these three components in preparation for candidates to revise again in [ED 675](https://www.campbellsville.edu/education/files/2017/07/SGCED-675-Action-Research-Practicum-II-Syllabus.doc). In [ED 675](https://www.campbellsville.edu/education/files/2017/07/SGCED-675-Action-Research-Practicum-II-Syllabus.doc), candidates analyze their data and draw conclusions. They complete their final revisions of the first three components based on feedback from the [ED 670](https://www.campbellsville.edu/education/files/2017/07/SGCED-670-Action-Research-Practicum-I-Syllabus.docx) professor and submit a final revision of the entire document. |
| **How do the Assessment and any related measures address the applicable standards?**  The assessment primarily addresses *Kentucky’s Standards for Guidance Counseling Programs and Program Objectives and Curriculum* that have to do with research. [Section 1](#M1), the introduction addresses candidates’ ability to plan, develop, implement and monitor counseling programs, importance of research and difficulties conduction research in school counseling, and research methods (6.B, 8.A, B). [Section 2, Background](#M2) addresses candidate ability to critically evaluate research relevant to school counseling (1.l[). Section 3 Methodology](#M3), assesses candidate ability to use, manage, and present data from school-based information. It also addresses implementation and evaluation strategies for school counselors, reliability, validity, use of technology and statistical methods, and principles, models, and applications of need assessment and program evaluation (1. A, C, 7. D, E, 8. C, D). [Section 4, Data Results/Analysis](#M4) measures candidate ability to use research to improve effectiveness and ethical and legal considerations (8.E, F). |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis)  Master’s Action Research Project (MARP  [**Addendum H**](#H) |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  The assessment measures what it is purported to measure because it was created and reviewed by a field of experts in the Campbellsville University graduate committee. The rubric is based on *Kentucky’s Standards for Guidance Counseling Programs and Program Objectives and Curriculum*  which are mandated school counselor performance standards for school counseling candidates in Kentucky. The rubric provides four levels of performance for each of the indicators. *Kentucky’s Standards for Guidance Counseling Programs and Program Objectives and Curriculum* are adopted from the CACREP (SPA) standards. At the conclusion of the [MARP](#H) process, candidates are asked about their experience.  The professors teaching [ED 665](https://www.campbellsville.edu/education/files/2017/07/SGCED-665-Research-Methods-Syllabus.docx), [ED 670,](https://www.campbellsville.edu/education/files/2017/07/SGCED-670-Action-Research-Practicum-I-Syllabus.docx) and [ED 675](https://www.campbellsville.edu/education/files/2017/07/SGCED-675-Action-Research-Practicum-II-Syllabus.doc) use the assessment. The same three professors typically teach these courses. They were trained on using the assessment either upon creation of the document or upon hire. One professor who was involved in the creation of the process worked with graduate faculty to determine how the [MARP](#H) was to be implemented and scored. The other two professors were hired after it was created. Prior to teaching the courses for the first time, they were provided copies of the [MARP](#H) scoring guide and were able to ask the graduate faculty questions. Additionally, they were provided with sample [MARPs](#H) created by prior students as well as their completed scoring guides. This allowed them to see what was expected of students before they taught the course.  **Original Rubric**  The development of the original rubric was as follows: We carefully reviewed each component of the [MARP](#H) and the requirements within them. Next we read the Advanced Level Kentucky Teacher Standards and matched them. When the school counseling program was being developed, we read *Kentucky’s Standards for Guidance Counseling Programs and Program Objectives and Curriculum* and matched them.  Validity was established by the field of experts in the Campbellsville University graduate committee who created, reviewed, and revised the [MARP](#H) document. The [MARP](#H) scoring guide is reviewed yearly and revised based on feedback from students and professors.  **Revised Rubric**    The development process of the revised [MARP](#H) rubric is as follows:   1. Consulting our current [MARP](#H). 2. Reviewing seven action research rubrics online by other universities for comparison. 3. Reviewing three action research textbooks (Hendricks, Johnson, and Mills). 4. Reviewing the APA manual. 5. Reviewing the CAEP rubric guidelines.   **Current Revision Process**  The [MARP](#H) was submitted as part of CAEP’s Early Instrument Review Report in September, 2016. Revisions to the instrument were/are being made based on feedback from that report. Lawshe’s method was used on the rubric with P-12 experts in the field. Graduate faculty met this spring to discuss possible revisions based on the indicators with CVRs below 70%. Revisions will be completed this summer with a new Lawshe’s evaluation to be conducted in the fall. |
| **Describe how the data from this assessment is used for the continuous improvement of this program.**  The school counseling program has the first candidate completing the [MARP](#H) this semester. He will finish the assessment in June. Data will be reviewed at our next School Counselor Advisory Council Meeting. |
| **Assessment Title**  **GPA** |
| **Assessment description:**  Candidate GPA is utilized at CAP 7, program completion in order to demonstrate that the candidate has completed program experiences at a sufficient level to practice effectively as a school guidance counselor. Grades are routinely used at all levels in education and are accepted predictors of future performance (Soh, 2011; Jones, J., McDonald, C., Maddox, A., & McDonald, S., 2011; Harrell, P., Harris, M., & Jackson, J., 2009). GPA also documents other candidate qualities not measured by more formal assessments such as giftedness, organization, work ethic and quality of interactions with others (Dickinson & Adelson, 2016; Jones, J. et. al, 2011). Bradley, Sankar, Clayton, Mbarika, & Raju (2007) found that students with higher GPAs perceived they had increased capability of using higher order thinking skills that lead to complex abilities such as integrating and evaluating.  The minimum GPA requirement to successfully exit the program is 3.0 GPA. Candidates may not have any grade below a C in any course.  Bradley, R., Sankar, C., Clayton, H., Mbarika, V., & Raju, P. (2007). A study on the impact of  GPA on perceived improvement of higher order cognitive skills. *Decision Sciences Journal of*  *Innovative Educatio*n, 5(1), 151-167.  Dickinson, E. & Adelson, J. (2016). Choosing among multiple achievement measures. *Journal*  *of Advanced Academics*, 27(1), 4-15.  Harrel, P, Harris, M., & Jackson, J. (2009). An examination of teacher quality variables with  passing state content tests. *Journal for the Association of for Alternative Certification*, 4(2),  18-40.    Jones, J., McDonald, C., Maddox, A. & McDonald, S. (2011). Teacher candidate success  on state mandated professional tests: On predictive measure. *Education*, 131(4), 905-920.  Soh, K. (2011). Grade point average: what’s wrong and what’s the alternative? *Journal of*  *Higher Education Policy and Management*, 33(1), 27-36. |
| **How do the Assessment and any related measures address the applicable standards?**  Explain how the aligned standard is met at the indicator or component level. This section should be a narrative on the measures in the assessment and how these meet the standards. Cite standards by number, title, and/or standard wording.  Each of the *Kentucky Standards for Guidance Counseling Programs* and *Kentucky Guidance Counselor Program Objectives and Curriculum* are assessed in this program formatively and summatively through discussion forums, field experience reflections, case studies, quizzes, digital sessions, group presentations, papers and projects. For example, Case Studies in SGC 512 Developmental Guidance for Middle/High School Counselors address **KSGCP**: A.2, 4, 5, 7, 8, 9, B.1, 2, 3, 4, 5, 6, C.1.a, b, c, d, e, f, g, 2.a, b, c,d, f, 3.a, b, c, d **KGCPOC**: 1.b, c, g, 2.a, b, c, e 3.b, d, 5.e, f, 7.b, f, g, and 8.d. The case studies are graded utilizing a rubric that ties specific performance levels to these standards and to grade ranges. A final grade for the assignment is calculated based on the level of performance for each criteria. The grade for this assignment is combined and averaged with grades on all of the other formative and summative assessments in the course to determine an overall grade for the course. Each standard and indicator is assessed formatively and summatively in assignments and assessments designed to measure them and to quantify performance into a GPA. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis)  **GRADING SCALE:** A 90-100%  B 80-89%  C 70-79%  D 60-69%  F 0-59% |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  Several studies support the reliability and validity of decisions made based on GPA. Bacon and Bean (2006) studied the reliability and validity of the cumulative GPA and determined the reliability to be “quite high” (p.38). They recommended when using GPA in research, for reliability and validity purposes using the overall GPA as opposed to program only GPA. This coincides with a study commissioned by the New Jersey State Board of Education (2007) which found that use of the overall GPA was more reliable and valid than a single year GPA or a major or content area GPA. The National Education Association (NEA) described GPA as a more reliable predictor of future student success than other assessments because it “…capture[s] content, knowledge, and skills critical to success, such as perseverance and self-control” (n.d., p. 1). In addition, GPA is considered a valid predictor of future success (Herrera & Blair, 2015). Love, Holter, and Krall (1982) found GPA to be a “significant predictor” of success on the comprehensive examination for a medical professional program at West Virginia University and the Board of Registry examination.  Bacon, D. & Bean, B. (2006). GPA in research studies: An invaluable but neglected opportunity.  *Journal of Marketing Education*, 28(1), 35-42.  Herrera, C. & Blair, J. (2015). Predicting success in nursing programs. *Research in Higher Education*,  28, 1-8.  Love, B., Holter, J., & Krall, J. (1982). Validity of grade point average as a predictor of student success.  *Laboratory Medicine*, 13(3), 186-194.  National Education Association. (n.d.). Indicators of future success: GPA and noncognitive skills.  Retrieved from: <https://www.nea.org/assets/docs/Indicators_of_Success-BGH_ac5-final.pdf>.  New Jersey State Board of Education. (2007). *Summary of Grade Point Average Research*. Retrieved  From: [*www.state.nj.us/education/sboe/meetings/2007/.../GPA%20research%20discussion.doc*](http://www.state.nj.us/education/sboe/meetings/2007/.../GPA%20research%20discussion.doc) |
| This is a new program and candidates have not reach CAP 7 at this time. |

# Summary Analysis for Program

Provide a summary and rationale for how the key assessment areas demonstrate the program’s overall quality, and how each candidate has acquired mastery of the Kentucky Standards for Guidance Progras. Many EPPs study their assessments on a periodic basis and develop comprehensive reports and graphs; this report may be attached as an addendum and replaces the analysis summary and improvement sections below.

**Assessment data analysis summary:**

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| First year assessment data analysis demonstrates that candidates in the first year of the MAEd in School Counseling program are meeting the minimum developing (2) level of performance on some of the *Kentucky’s Standards for Guidance Counseling Programs and Program Objectives and Curriculum* (C2A, C, F, G, H, C3A, B, C, D, 1 B, 2 C, E, 3 C, 5 A, B, C, D, E, F) related to counseling and guidance techniques that are used with diverse students and consultation strategies. These were on the [Comprehensive Developmental Elementary School Guidance Program Assessment](#E) which was completed by one candidate only. The advisory council discussed the difficulty practicing school counselors have in meeting the needs of diverse students, mainly due to a lack of time. The field experiences for the courses where these two assessments take place were evaluated and revised by the council to focus more on working with diverse candidates in smaller settings rather than class settings. The council believes that this will provide more targeted experience in working with diverse students. Due to the small number of candidates who have taken this assessment, the advisory council was hesitant to make more extensive analysis of program experiences in comparison to this data. Triangulation with other assessment data is not possible at this time since no program candidate has completed the other assessments.  Candidates scored at the highest exemplary (4) level on Standards A1, 2, 3, 4, 5, 6, 9, 10, B1, 2, 3, 4, 5, 6, C1A, B, C, D, E, F, G, C2D, E, 1 A, C, 7 A, B, C, D, E, F, G, 8 A, B, C, D, E. These standards mostly concern foundations in school counseling—history, philosophy, professional identity, technologies, assessment, research, etc. and contextual dimensions of school counseling—advocacy, working with teachers, parents, resource providers, integration of the school counseling program into the school as a system, etc.  The areas where the candidates scored at a lower level are on standards that deal more with application of counseling technique and strategies with students, where the highest levels had to do with knowledge and skills utilized with other adults in collaboration and providing programming. The lower scores would indicate more targeted field experiences in schools with diverse candidates using school counseling techniques are needed.  When data from the other key program assessments ([MARP](#H) and [Performance Checklist of Internship Experiences](#G)) are available a fuller picture of the overall quality of the program and candidate performance on the standards will be developed. |

**Continuous Improvement Plan for this program:** Provide an explanation of how assessment data are/were used to improve this program.

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| While the assessment data were discussed by the advisory council, the only programmatic change was made in the field experience assignment of the two courses where the assessment is used. The total candidates who have completed this assessment in the [SGC 511](https://www.campbellsville.edu/education/files/2017/07/SGC-511-Developmental-Guidance-for-Elementary-School-Counselors-Syllabus.docx) was 1 and the total completing the assessment in the [SGC 512](https://www.campbellsville.edu/education/files/2017/07/SGC-512-Developmental-Guidance-for-Middle-and-High-School-Counselors-Syllabus.docx) was 3. The advisory council felt it needed more data to determine whether or not this is a trend among all candidates in the program. Also, without the assessments from the action research courses ([MARP](#H)) and the internships ([Performance Checklist of Internship Experiences),](#G) it is impossible to triangulate data. Therefore, conclusions based on the assessment data can be noted but not generalized program-wide. |

# Option 6

**If this program category has any Option 6 alternative routes, then the following data is also required:**

**How does the EPP differentiate between the Level 1 and Level 2 program experiences?**

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|  |

"Level I" means the standards-based program of studies designed for minimal preparation to serve in the position of director and assistant director of pupil personnel.  
"Level II" means the standards-based program of studies to attain the first five year renewal of the certificate for the position of director or assistant director pupil personnel.

Reference 16 KAR 8:010, 020 and 030.

**Option 6 Mentoring Experiences:** (limit of 2000 characters)

**(Per KAR 9:080 Section 3)**

**Your response text can be all in one section; however you must address each item.**

**Your response may be a URL link.**

|  |
| --- |
| 1. Provide evidence of selection criteria and evaluation of University and District mentors. |
| *Example: We have an agreed template with our districts. Please reference the attached document.* |
| 1. Explain the process through which at least 15 annual observation hours (minimum 5 for university faculty, minimum 5 by district-based mentor, minimum 5 additional by university faculty or district-based mentor) are assigned to the mentors. If the program uses a template for the mentoring plan that is submitted to the EPSB for certification, please attach a copy of that template. |
| *Example: We have an agreed template with our districts. Please reference the attached document.* |
| 1. Explain how the hours are monitored and reported. |
| *Example: We have an agreed template with our districts. Please reference the attached document.* |
| 1. Describe how support will be offered to the candidate during in-class and out-of-class time to assist the candidate in meeting the teacher’s instructional responsibilities. |
| *Example: We have an agreed template with our districts. Please reference the attached document.* |
| 1. Describe the process established to maintain regular communication with the employing school to assist the candidate and address identified areas of improvement.   . |
| *Example: We have an agreed template with our districts. Please reference the attached document.* |

**Addendum A**

**CURRICULUM CONTRACT**

**CAMPBELLSVILLE UNIVERSITY SCHOOL OF EDUCATION**

**MAEd in School Counseling, Primary through Grade 12 (3720, 3721)**

**Curriculum Guide Sheet**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Ethnicity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Gender

Address

Telephone# Email Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current Certification(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CAP 5\* \_\_\_\_\_\_\_\_\_\_ CAP 6 \_\_\_\_\_\_\_\_\_\_ CAP 7\*\* \_\_\_\_\_\_\_\_\_\_

*\*2.75 GPA required for admission; GRE (V-144, Q-144 \*GRE not required for Candidates with cumulative 3.5 GPA on Bachelor’s Degree) (CAP 5)*

*\*\* School Counselor Master’s Action Research Project; Comprehensive Developmental Elementary School Guidance Program; Comprehensive Developmental Middle/High School Guidance Program; Performance Evaluation Checklist of Internship Experiences required for program completion (CAP 7)*

*\*\*\** *After successfully completing 32 hours in the program, candidates will be eligible to apply for Rank change without counselor certification.*

**Course No. Course Title Hours Term Grade**

[**SGC 500**](https://www.campbellsville.edu/education/files/2017/07/SGC-500-Counseling-Theory-and-Practice-Syllabus.docx) **Counseling Theory and Practice I 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC 510**](https://www.campbellsville.edu/education/files/2017/07/SGC-510-Foundations-of-Ethics-and-Leadership-in-School-Counseling-Syllabus.docx) **Foundations of Leadership and Ethics**

**In School Counseling 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC 511**](https://www.campbellsville.edu/education/files/2017/07/SGC-511-Developmental-Guidance-for-Elementary-School-Counselors-Syllabus.docx) **Developmental Guidance for Elementary**

**School Counselors 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC 512**](https://www.campbellsville.edu/education/files/2017/07/SGC-512-Developmental-Guidance-for-Middle-and-High-School-Counselors-Syllabus.docx) **Developmental Guidance for Middle/High**

**School Counselors 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC 513**](https://www.campbellsville.edu/education/files/2017/07/SGC-513-College-and-Career-Readiness-for-All-Students-Syllabus.docx) **College and Career Readiness for All Learners 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC 514**](https://www.campbellsville.edu/education/files/2017/07/SGC-514-Internship-in-School-Counseling-I-Syllabus.docx) **Internship in School Counseling I 1.5 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC 515**](https://www.campbellsville.edu/education/files/2017/07/SGC-515-Internship-in-School-Counseling-II-Syllabus.docx) **Internship in School Counseling II 1.5 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC 516**](https://www.campbellsville.edu/education/files/2017/07/SGC-516-Internship-in-School-Counseling-III-Syllabus.docx) **Internship in School Counseling III 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC/MFT 520**](https://www.campbellsville.edu/education/files/2017/07/SGCMFT-520-Human-Development-Syllabus.doc) **Human Development 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC 523**](https://www.campbellsville.edu/education/files/2017/07/SGC-523-Counseling-Skills.docx) **Counseling Skills 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC 530**](https://www.campbellsville.edu/education/files/2017/07/SGC-530-Counseling-Students-Impacted-by-Substance-Abuse-Syllabus.docx) **Counseling Students Impacted by Substance**

**Abuse 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC 531**](https://www.campbellsville.edu/education/files/2017/07/SGC-531-Group-Counseling-Syllabus.docx) **Group Counseling 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC 532**](https://www.campbellsville.edu/education/files/2017/07/SGC-532-Students-Victimized-by-Crisis-and-Abuse-Syllabus.docx) **Students Victimized by Crisis and Abuse 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC 540**](https://www.campbellsville.edu/education/files/2017/07/SGC-540-Tests-and-Measurements-Syllabus.docx) **Tests and Measurements 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC/MFT 570**](https://www.campbellsville.edu/education/files/2017/07/SGCMFT-570-Cultural-Competencies-Syllabus.doc) **Cultural Competency 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC/ED 665**](https://www.campbellsville.edu/education/files/2017/07/SGCED-665-Research-Methods-Syllabus.docx) **Research Methods 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC/ED 670**](https://www.campbellsville.edu/education/files/2017/07/SGCED-670-Action-Research-Practicum-I-Syllabus.docx) **Action Research Practicum I 1.5 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC/ED 675**](https://www.campbellsville.edu/education/files/2017/07/SGCED-675-Action-Research-Practicum-II-Syllabus.doc) **Action Research Practicum II 1.5 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

**Total Hours 48**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Advisor/Faculty Signature & Date Student Signature & Date**

**Addendum B**

**CURRICULUM CONTRACT**

**CAMPBELLSVILLE UNIVERSITY SCHOOL OF EDUCATION**

**MAEd in School Counseling, Primary through Grade 12 (Rank I) 3804, 3805**

**Curriculum Guide Sheet**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Ethnicity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Gender

Address

Telephone# Email Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current Certification(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CAP 5\* \_\_\_\_\_\_\_\_\_\_ CAP 6 \_\_\_\_\_\_\_\_\_\_ CAP 7\*\* \_\_\_\_\_\_\_\_\_\_

*\*2.75 GPA required for admission; GRE (V-144, Q-144 \*GRE not required for Candidates with cumulative 3.5 GPA on Master’s Degree) (CAP 5)*

*\*\* School Counselor Master’s Action Research Project; Comprehensive Developmental Elementary School Guidance Program; Comprehensive Developmental Middle/High School Guidance Program; Performance Evaluation Checklist of Internship Experiences required for program completion (CAP 7)*

*\*\*\** *After successfully completing 32 hours in the program, candidates will be eligible to apply for Rank change without counselor certification.*

**Course No. Course Title Hours Term Grade**

[**SGC 500**](https://www.campbellsville.edu/education/files/2017/07/SGC-500-Counseling-Theory-and-Practice-Syllabus.docx) **Counseling Theory and Practice I 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC 510**](https://www.campbellsville.edu/education/files/2017/07/SGC-510-Foundations-of-Ethics-and-Leadership-in-School-Counseling-Syllabus.docx) **Foundations of Leadership and Ethics**

**In School Counseling 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC 511**](https://www.campbellsville.edu/education/files/2017/07/SGC-511-Developmental-Guidance-for-Elementary-School-Counselors-Syllabus.docx) **Developmental Guidance for Elementary**

**School Counselors 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC 512**](https://www.campbellsville.edu/education/files/2017/07/SGC-512-Developmental-Guidance-for-Middle-and-High-School-Counselors-Syllabus.docx) **Developmental Guidance for Middle/High**

**School Counselors 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC 513**](https://www.campbellsville.edu/education/files/2017/07/SGC-513-College-and-Career-Readiness-for-All-Students-Syllabus.docx) **College and Career Readiness for All Learners 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC 514**](https://www.campbellsville.edu/education/files/2017/07/SGC-514-Internship-in-School-Counseling-I-Syllabus.docx) **Internship in School Counseling I 1.5 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC 515**](https://www.campbellsville.edu/education/files/2017/07/SGC-515-Internship-in-School-Counseling-II-Syllabus.docx) **Internship in School Counseling II 1.5 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC 516**](https://www.campbellsville.edu/education/files/2017/07/SGC-516-Internship-in-School-Counseling-III-Syllabus.docx) **Internship in School Counseling III 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC/MFT 520**](https://www.campbellsville.edu/education/files/2017/07/SGCMFT-520-Human-Development-Syllabus.doc) **Human Development 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC 523**](https://www.campbellsville.edu/education/files/2017/07/SGC-523-Counseling-Skills.docx) **Counseling Skills 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC 530**](https://www.campbellsville.edu/education/files/2017/07/SGC-530-Counseling-Students-Impacted-by-Substance-Abuse-Syllabus.docx) **Counseling Students Impacted by Substance**

**Abuse 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC 531**](https://www.campbellsville.edu/education/files/2017/07/SGC-531-Group-Counseling-Syllabus.docx) **Group Counseling 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC 532**](https://www.campbellsville.edu/education/files/2017/07/SGC-532-Students-Victimized-by-Crisis-and-Abuse-Syllabus.docx) **Students Victimized by Crisis and Abuse 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC 540**](https://www.campbellsville.edu/education/files/2017/07/SGC-540-Tests-and-Measurements-Syllabus.docx) **Tests and Measurements 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC/MFT 570**](https://www.campbellsville.edu/education/files/2017/07/SGCMFT-570-Cultural-Competencies-Syllabus.doc) **Cultural Competency 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC/ED 665**](https://www.campbellsville.edu/education/files/2017/07/SGCED-665-Research-Methods-Syllabus.docx) **Research Methods 3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC/ED 670**](https://www.campbellsville.edu/education/files/2017/07/SGCED-670-Action-Research-Practicum-I-Syllabus.docx) **Action Research Practicum I 1.5 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

[**SGC/ED 675**](https://www.campbellsville.edu/education/files/2017/07/SGCED-675-Action-Research-Practicum-II-Syllabus.doc) **Action Research Practicum II 1.5 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_**

**Total Hours 48**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Advisor/Faculty Signature & Date Student Signature & Date**

**Addendum C**

# CAMPBELLSVILLE UNIVERSITY

# SCHOOL OF EDUCATION

**Candidate Continuous Assessment Plan**

**Master of Arts in Education in School Guidance Counseling (P-12)**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Maiden) \_\_\_\_\_\_\_\_\_\_ CU ID # \_\_\_\_\_\_\_\_\_\_ Date ­\_\_/\_\_/\_\_\_

DOB \_\_\_/\_\_\_/\_\_\_ Gender: M F Ethnicity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Permanent Address: Street\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ City\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State\_\_\_\_\_\_

Zip\_\_\_\_\_\_\_\_\_\_\_\_\_ Home Phone \_\_\_/\_\_\_/\_\_\_ Cell \_\_\_/\_\_\_/\_\_\_ Work\_\_\_/\_\_\_/\_\_\_

Email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Work Home**

|  |  |  |
| --- | --- | --- |
| **CAP 5 - Entrance Requirements**  **Application** | **CAP 6 – Mid-Point**  **Admission to Candidacy** | **CAP 7 – Exit Requirements** |
| \_\_\_\_\_ Application to Graduate Studies and MAEd in School Guidance Counseling Program  \_\_\_\_\_Copy of valid Teacher’s Certificate (Required only for those applying for Rank I)  Official Transcript \_\_\_\_\_Y \_\_\_\_\_N  Cumulative GPA 2.75 \_\_\_Y \_\_\_N GPA\_\_\_\_\_ Review date: \_\_/\_\_/\_\_  \_\_\_\_\_GRE Scores (V=144; Q=144) Waived for Candidates with Cumulative GPA of 3.5 on last degree  Three (3) Disposition recommendations (recommended: immediate supervisor, colleague, self)  (1)\_\_\_\_\_ (2) \_\_\_\_\_ (3)\_\_\_\_\_  \_\_\_\_\_One –page essay on rationale for graduate study  \_\_\_\_\_KY Code of Ethics (signed)  \_\_\_\_\_ASCA Ethical Standards for School Counselors Commitment (signed)  \_\_\_\_\_Character & Fitness(signed)  \_\_\_\_\_Diversity Survey (signed)  \_\_\_\_\_State Criminal Background Check  (if not teaching)  \_\_\_\_\_Statement of Acknowledgement/Commitment  (signed) (see back of form)  \_\_\_\_\_Curriculum Contract/Guide sheet (signed) | \_\_\_\_\_Transcript Review  \_\_\_\_\_GPA (minimum 3.0)  \_\_\_\_\_ Credit Hours Completed  (15 earned hours)  \_\_\_\_\_ Disposition Recommendation  (Faculty) | Transcript Review  \_\_\_\_\_GPA (minimum 3.0)  \_\_\_\_\_Transcript Attached  \_\_\_\_\_[School Counselor Action Research Project (ARP)](#H)  \_\_\_\_\_Oral Presentation ARP  \_\_\_\_\_[Comprehensive Developmental Elementary School Guidance Program](#E)  \_\_\_\_\_[Comprehensive Developmental Middle/High School Guidance Program](#F)  \_\_\_\_\_[Performance Evaluation Checklist of Internship Experiences](#G)  \_\_\_\_\_Two Disposition Recommendations  (1)\_\_\_\_\_ (self) (2) \_\_\_\_\_ (faculty)  \_\_\_\_\_CA-1 Form Completed and Attached  \_\_\_\_\_Application for Additional Credentials  \_\_\_\_\_Graduation Application |

**Statement of Acknowledgement/Commitment**

As a student in the education preparation program, I understand and agree to the following:

1. To be retained in the program and to be eligible for continuation and completion, I must satisfactorily meet all requirements of CAPs 5, 6, and 7.
2. Upon final approval of CAP 5, I will receive a letter of notification to be used for admission and registration.
3. Neither Campbellsville University nor any professor or administrator assumes responsibility for the CAPs nor for graduation; the responsibility resides with me.
4. I will participate in all online class sessions and teleconferences. I will follow the online procedure list provided.
5. I will follow the correct procedures for state certification.
6. I commit to upholding the Code of Ethics for Kentucky School Personnel.
7. I am committed to the ethical and legal use of technology.
8. I am committed to abide by the School of Education policy on plagiarism and cheating.

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_**

**Addendum D**

**Field, Practicum, and Internship Experience Matrix – Course Description**

**Campbellsville University** **School of Education**

**School Counselor (P-12) Certification**

Candidates complete an array of field, practicum, and internship experiences as part of professional education courses in partial fulfillment of program requirements for certification. All experiences require candidates to reflect. Field, practicum, and internship experiences are listed by course.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Number**  **And Title** | **Public School Field Hours** | | **Purpose/Example of Activities** | **Purpose/Examples of Activities in Diverse/Alternate Settings** |
|  | | | | |
| [SGC 510 Foundations of Leadership and Ethics in School Counseling](https://www.campbellsville.edu/education/files/2017/07/SGC-510-Foundations-of-Ethics-and-Leadership-in-School-Counseling-Syllabus.docx) | 10 | Candidates will interview a school counselor about their professional roles, functions, and relationships with other human services providers. Candidates will interview at least three of the other human service providers that the school counselor identifies in the interview (e.g. family and youth service center director, social services, vocational rehabilitation, etc.) to discover how the professionals interact in providing for student and family needs. (4 hours for interviews; 2 hours preparing interview questions and setting up interviews) | | Candidates will observe and assist a human service provider in the setting where he/she provides services (e.g. family and youth service center, social services office or on site setting, vocational rehabilitation office or school, local food or clothing bank, etc.) focusing on students or family members living in poverty or with disabilities. (4 hours observing and assisting) |
| [SGC 511 Developmental Guidance for Elementary School Counselors](https://www.campbellsville.edu/education/files/2017/07/SGC-511-Developmental-Guidance-for-Elementary-School-Counselors-Syllabus.docx) | 10 | Candidates will observe and assist an elementary school counselor planning and providing classroom guidance. (5 hours observing and assisting) | | Candidates will observe and assist an elementary school counselor planning and providing classroom guidance in classrooms that contain students representing two different diversities (e.g. students receiving free/reduced lunch, students with disabilities, students with cultural or ethnic diversity, etc.) or resource classrooms for students with disabilities.(5 hours observing and assisting) |
| [SGC 570 Cultural Competency](https://www.campbellsville.edu/education/files/2017/07/SGCMFT-570-Cultural-Competencies-Syllabus.doc) | 10 |  | | Candidates will work with English Language Learners and their families facilitating school and community based services. (10 hours) |
| [SGC 512 Developmental Guidance for Middle/High School Counselors](https://www.campbellsville.edu/education/files/2017/07/SGC-512-Developmental-Guidance-for-Middle-and-High-School-Counselors-Syllabus.docx) | 10 | Candidates will observe and assist a middle/high school counselor planning and providing classroom guidance. (5 hours observing and assisting) | | Candidates will observe and assist a middle/high school counselor planning and providing classroom guidance in classrooms that contain students representing two different diversities (e.g. students receiving free/reduced lunch, students with disabilities, students with cultural or ethnic diversity, etc.) or resource classrooms for students with disabilities.(5 hours observing and assisting) |
| [SGC 520 Human Development](https://www.campbellsville.edu/education/files/2017/07/SGCMFT-520-Human-Development-Syllabus.doc) | 10 |  | | Candidates will conduct a case study on a student identified with a disability or a student identified as gifted including a thorough review of records, interviews with teachers, case managers, and service providers, and classroom observations. (2 hours for records reviews, 3 hours for interviews, 5 hours for observations) |
| [SGC 530 Counseling Students Impacted by Substance Abuse](https://www.campbellsville.edu/education/files/2017/07/SGC-530-Counseling-Students-Impacted-by-Substance-Abuse-Syllabus.docx) | 15 |  | | Candidates will attend meetings for people recovering from addiction/dependency on substances and/or the family members of people suffering from addiction/dependency on substances (e.g. Alcoholics Anonymous, Narcotics Anonymous, Celebrate Recovery, Al-Anon, etc.).(10 hours) |
| [SGC 500 Counseling Theories and Practice I](https://www.campbellsville.edu/education/files/2017/07/SGC-500-Counseling-Theory-and-Practice-Syllabus.docx) | 15 | Candidates will observe school counselors counseling students individually and/or in pairs/groups paying attention to the counseling theory utilized. Candidates will conduct follow up interviews to confirm observations about theory utilized and to discuss follow up services that will be provided. (7 hours of observation; 2 hours of follow up interviews) | | Candidates will observe school counselors counseling diverse students (e.g. students receiving free/reduced lunch, students with disabilities, students with giftedness, etc.) individually and/or in pairs/groups paying attention to the counseling theory utilized. Candidates will conduct follow up interviews to confirm observations about theory utilized and to discuss follow up services that will be provided. (5 hours of observation; 1 hour of follow up interviews) |
| [SGC 531 Group Counseling](https://www.campbellsville.edu/education/files/2017/07/SGC-531-Group-Counseling-Syllabus.docx) | 15 | Candidates will observe/facilitate five group counseling sessions in a school setting. (5 hours for sessions; 2 hours for preparation, set up, and follow up) | | Candidates will observe/facilitate five group counseling sessions with at least two diverse group members (e.g. students with disabilities, students receiving free/reduced lunch, gifted students, etc.) in a school setting. (5 hours for session; 3 hours for preparation, set up, and follow up) |
| [SGC 665](https://www.campbellsville.edu/education/files/2017/07/SGCED-665-Research-Methods-Syllabus.docx)  [Research Methods](https://www.campbellsville.edu/education/files/2017/07/SGCED-665-Research-Methods-Syllabus.docx) | 6 | Design a research question. (1 hours)Collaborate with a building principal and school counselor to discuss possible ways to investigate the research question in their building. (2 hours**).**  Write a draft of the letter of consent that will be sent in ED 670. (1 hour) | |  |
| [SGC 513 College and Career Readiness for all Students](https://www.campbellsville.edu/education/files/2017/07/SGC-513-College-and-Career-Readiness-for-All-Students-Syllabus.docx) | 15 | Candidates will work with students preparing for college and career utilizing college/career tools mandated by Kentucky (e.g. Individual Learning Plans). (10 hours) | | Candidates will attend an ARC meeting and interview the school counselor about responsibilities related to ARC processes, IDEA, FAPE, and least restrictive environment. (3 hours). Candidates will interview a vocational rehabilitation counselor about services they provide for students with disabilities in college and the workplace and how school counselors can best facilitate student transition from school based services to community based services. (1 hour) |
| [SGC 540 Tests and Measurements](https://www.campbellsville.edu/education/files/2017/07/SGC-540-Tests-and-Measurements-Syllabus.docx) | 15 | Candidates will observe and assist a school counselor in preparing to assess a student(s), assessing a student(s), and explaining assessment results to students and/or parents. (10 hours) | | Candidates will observe and assist a school counselor in preparing to assess a student(s) with exceptionalities, assessing a student(s) with exceptionalities, and explaining assessment results to students and/or parents. (5 hours) |
| [SGC 532 Students Victimized by Crisis and Abuse](https://www.campbellsville.edu/education/files/2017/07/SGC-532-Students-Victimized-by-Crisis-and-Abuse-Syllabus.docx) | 6 | |  | | --- | | Candidates will interview a school counselor, a building administrator, and a district administrator about the school and district crisis plan focusing on specific counselor responsibilities working with the student body and individual students in times of crisis. (3 hours) | | | Candidates will interview a school counselor, a building administrator, and a district administrator about the school and district crisis plan focusing on specific counselor responsibilities in reporting suspected abuse. (3 hours) |
| [SGC 670](https://www.campbellsville.edu/education/files/2017/07/SGCED-670-Action-Research-Practicum-I-Syllabus.docx)  [Action Research Practicum I](https://www.campbellsville.edu/education/files/2017/07/SGCED-670-Action-Research-Practicum-I-Syllabus.docx) | 30 | Letter of consent informing parents of study and IRB approval. (2 hours)Implement School Counselor Action Research Project in a school setting. (28 hours) | |  |
| [SGC 514 Internship in School Counseling I](https://www.campbellsville.edu/education/files/2017/07/SGC-514-Internship-in-School-Counseling-I-Syllabus.docx) | 100 | Candidates participate in 100 hours of clinical school counselor experiences in a school counseling setting under the supervision of a site supervisor using appropriate professional resources. | |  |
| [SGC 523 Counseling Skills](https://www.campbellsville.edu/education/files/2017/07/SGC-523-Counseling-Skills.docx) | 5 | Candidates will conduct and digitally record one counseling session with one elementary student and one counseling session with one middle/high school student utilizing various techniques highlighted in class.  (3hours) | | Candidates will conduct and digitally record one counseling session with one diverse student (e.g. students with disabilities, students with ethnic/cultural diversity, students receiving free/reduced lunch) utilizing various techniques highlighted in class. (2 hour) |
| [SGC 675 Action Research in School Counseling Practicum II](https://www.campbellsville.edu/education/files/2017/07/SGCED-675-Action-Research-Practicum-II-Syllabus.doc) | 30 | Continue implementation and analysis of ARP research data (30hours). | |  |
| [SGC 515 Internship in School Counseling II](https://www.campbellsville.edu/education/files/2017/07/SGC-515-Internship-in-School-Counseling-II-Syllabus.docx) | 100 | Candidates participate in 100 hours of clinical school counselor experiences in a school counseling setting under the supervision of a site supervisor using appropriate professional resources. | |  |
| [SGC 516 Internship in School Counseling III](https://www.campbellsville.edu/education/files/2017/07/SGC-516-Internship-in-School-Counseling-III-Syllabus.docx) | 200 | Candidates participate in 200 hours of clinical school counselor experiences in a school counseling setting under the supervision of a site supervisor using appropriate professional resources. | |  |

**Addendum E**

**Campbellsville University MAEd in School Counseling**

**Comprehensive Developmental Elementary School Guidance Program**

**Scoring Guide**

**200 pts.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Candidate Name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator Name

**Directions:** Candidates will use, manage, analyze, and present data from school-based information systems (e.g., standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) in order to develop a plan based on the ASCA National Standards for School Counseling Programs to improve student outcomes for children in elementary schools.  They will prepare a school counseling calendar that reflects appropriate time commitments and priorities based on assisting students in achieving academic, career, and personal/social competencies identified by the overall developmental guidance program.  In addition, they will investigate MUNIS on the Kentucky Department of Education website in order to determine factors affecting funding for personnel and programs.

The Comprehensive Developmental Elementary School Counseling Program should follow the order of the scoring guide with sections clearly labeled. Candidates should utilize the templates provided in the ASCA National Model with accompanying explanatory narrative.

The purpose of this assessment is to measure the candidate’s knowledge and skill in developing and implementing an overall school counseling program that is developmentally appropriate for elementary schools and students. This assessment addresses most of the Kentucky Standards for Guidance Counselor Programs and the Kentucky Guidance Counselor Program Objectives and Curriculum. ***Candidates must score a minimum of Developing (2) on each section of the Comprehensive Developmental Elementary School Counseling Program in order to progress through the rest of the program.***

The scoring guide is for documenting the level of mastery for each section of the Comprehensive Developmental Elementary School Guidance Program based on the descriptors and utilizing the following scale: **4= Exemplary, 3=Accomplished, 2=Developing, 1=Ineffective**. **Exemplary (4)** mastery is demonstrated by including all components in the descriptor at a level of specificity that demonstrates deep understanding of what the program will look like and how the program will function interrelated to the other programs in the school. **Accomplished (3)** mastery is demonstrated by including all components in the descriptor with a general understanding of what the program will look like and how the program will function interrelated to the other programs in the school. **Developing (2)** mastery is demonstrated by including the components in the descriptor with a general understanding of what the program will look like but little understanding demonstrated of how the program will function interrelated to the other programs in the school. **Ineffective (1)** mastery does not include key components of a comprehensive school counseling program or is not developmentally appropriate for elementary schools or students.

Total Points\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Holistic Score\_\_\_\_\_\_\_\_\_\_\_\_

(Kentucky Standards for Guidance Counselor Programs, Kentucky Guidance Counselor Program Objectives and Curriculum, CAEP Standards for Advanced Programs, InTASC Model Core Teaching Standards)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sections | 180-200 (4) | 160-179 (3) | 140-159 (2) | Below 140 (1) |
| **I. Foundation**  **KSGCP:** A 2, 4, 5, B 1  **KGCPOC:** 1 b, g  **CAEP Standards for Advanced Programs:** A.1.1, A.1.2  **InTASC:** 10 b, c, j | Section I includes a discussion of foundational beliefs about the role of the Comprehensive Developmental Elementary School Guidance Program in the mission of the school and createsa vision of what the school will look like when the program is fully implemented, and an overall mission statement for the School Guidance Program. | Section I includes a discussion of about the role of the Comprehensive Developmental Elementary School Guidance Program in the mission of the school, but does not really connect that role to foundational beliefs. It includes a vision of what the school will look like when the program is fully implemented, and an overall mission statement for the School Guidance Program. | Section I includes a vision of what the school will look like when the program is fully implemented, and an overall mission statement for the School Guidance Program, but it is not connected to the overall school mission statement. | Stated beliefs, vision, and mission statement for the Comprehensive Developmental School Counseling Program are not developmentally appropriate for elementary students. |
| **II. Data Analysis**  **(ASCA School Data Profile Template)**  **KSGCP:** A 9, C 1 a, g)  **KGCPOC:** 1 c, 7 b, 8 d)  **CAEP Standards for Advanced Programs:** A.1.1, A.1.2  **InTASC:** 9 c, f | Data analysis includes more than five types of data from school based systems (ie. standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) | Data analysis includes four to five types of data from school based systems (ie. standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) | Data analysis includes more than three to four types of data from school based systems (ie. standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) | Data analysis includes fewer than three types of data from school based systems (ie. standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) |
| **Data Analysis**  **(Narrative)**  **KSGCP:** A 7, 8  **KGCPOC**: 7 f, g)  **CAEP Standards for Advanced Programs:** A.1.1, A.1.2  **InTASC:**  10 j | Data analysis section includes discussion about how the data is used, managed, analyzed, and presented as it draws specific conclusions about school and student demographic group needs based on data and sets overall program goals based on findings. | Data analysis section draws general conclusions about overall school needs based on data and sets program goals based on the data. | Data analysis section draws conclusions about overall school needs but program goals seem unconnected to the data or program goals are not identified. | Data is simply presented with no analysis. |
| **III. Curriculum**  **(School Counseling Core Curriculum**  **Action Plan Template)**  **KSGCP:** B 3, 4, 5, 6, C 1 c, C 2 b  **KGCPOC:** 2 b 3 b, d  **CAEP Standards for Advanced Programs:** A.1.1, A.1.2  **InTASC:** 2 a, b, c, d, 3 a, d, f, 4 b, d, e, 7 c, d, 9 b, c, e, f | Curriculum plan identifies **specific** grade levels, lessons, materials/resources, and student outcomes. | Curriculum plan identifies general information about grade levels, lessons, materials/resources, and student outcomes. | Curriculum plan addresses most of the required components. | Curriculum plan addresses few of the required components. |
| **Curriculum (Narrative)**  **KSGCP:** C 1 d  **KGCPOC:** 2 a)  **CAEP Standards for Advanced Programs:** A.l.1, A.1.2  **InTASC**: 1 a, b, c, 7 c, d, 9 b, c, e, f | Narrative section provides an overall discussion about specific program goals (based on data analysis) and hypothesizes how the overall curriculum will help individual students (demographic groups/student outcomes) and the school as a whole meet these goals. | Narrative section provides an overall discussion about specific program goals (based on data analysis) and how the overall curriculum will the school as a whole meet these goals, but individual students (demographic groups/outcomes) are not addressed. | Narrative section provides an overall discussion about specific program goals, **but the goals are not based on data analysis**. It also includes a discussion of how the overall curriculum will the school as a whole meet these goals, but individual students (demographic groups/outcomes) are not addressed. | Narrative section does not address overall program goals or the expected impact on the school as a whole. |
| **IV. Responsive Services**  **(Narrative)**  **KSGCP:** B 2, C 2 a, c, f, C 3 a, b, c, d  **KGCPOC** 2 c, e, 5 e, f  **CAEP Standards for Advanced Programs:** A.l.1, A.1.2  **InTASC:** 1 a, b, c, 10 b, c, d, e, f, i, j, k | Narrative section includes a discussion of how the counseling program will meet the immediate needs of students justifying specifically how consultation, personal counseling, crisis counseling, and referrals to community services are integrated into the overall curriculum and calendar and how students, parents, and faculty are informed about these processes. | Narrative section includes a discussion of how the counseling program will meet the immediate needs of students covering specifically how consultation, personal counseling, crisis counseling, and referrals to community services are integrated into the overall curriculum and calendar or how students, parents, and faculty are informed about these processes. | Narrative section includes a discussion of how the counseling program will meet the immediate needs of students through consultation, personal counseling, crisis counseling, and referrals to community services. | Narrative section includes a discussion of how the counseling program will meet the immediate needs of students. |
| **V. School Calendar (Yearly)**  **KSGCP:** C 1 e)  **CAEP Standards for Advanced Programs:** A.l.1, A.1.2  **InTASC:** 7 c, d, 9 b, c, e, f | Calendar integrates major curriculum themes/topics and grade levels for the entire school year. | Calendar reflects major curriculum themes/topics and grade levels for less than one school year. | Calendar reflects major curriculum themes/topics or grade levels for one school year. | Calendar reflects major curriculum themes/topics for less than one school year. |
| **VI. Funding (Narrative)**  **KSGCP:** C 1 f  **CAEP Standards for Advanced Programs:** A.l.1, A.1.2  **InTASC:** 7 c, d | Section VI operationalizes funding for the program and personnel including MUNIS and its impact on program funding. | Section V includes a discussion of how the program and personnel will be funded in general, but MUNIS is not referred to specifically. | Section V discusses overall school funding in general, but it isn’t specifically connected to the school guidance program. | Section V discusses school funding specific to a certain school, but it isn’t specifically connected to the school guidance program. |
| **VII. Program Evaluation Plan**  **KSGCP:** C 1 b  **KGCPOC:** 8 c, d, e  **CAEP Standards for Advanced Programs:** A.l.1, A.1.2  **InTASC:** 4 b, d, e, 6 e, 9 b, c, e, f, 10b, c, d, e, f, i, j, k | Section VII recommends a plan for evaluating specific components (ie. curriculum for each grade level, goal accomplishment, time management, personnel etc.) It specifies when and how the evaluation will be conducted and how the results will be used in program improvement. | Section VI includes a plan for evaluating specific components (ie. curriculum for each grade level, goal accomplishment, time management, personnel etc.) It specifies when and how the evaluation will be conducted, but not how the results will be used in program improvement. | Section VI includes a plan for evaluating some components but important components of the program are left out. It specifies when and how the evaluation will be conducted, but not how the results will be used in program improvement. | Section VI includes a general plan for evaluating the overall program. |
| **General Assignment** | Program sections are clearly labeled in the order they appear on the scoring guide. All portions of the program are in one document. | Program sections are clearly labeled in the document, but some may be in a different order than the scoring guide. All portions of the program are in one document. | Program sections are clearly labeled in the document, but some portions of the program are not included. | Program sections are not labelled. |
| **Mechanics** | Response is free from grammatical, spelling, or punctuation errors. | A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader. | Several grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors impede the understanding of the reader. |
| **Timeliness** | Assignment is submitted on or before the due date. | Assignment is submitted one day late. | Assignment is submitted two days late. | Assignment is submitted more than two days late. |

**Addendum F**

**Campbellsville University MAEd in School Counseling**

**Comprehensive Developmental Middle/High School Guidance Program**

**Scoring Guide**

**200 pts.**

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Candidate Name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator Name

**Directions:** Candidates will use, manage, analyze, and present data from school-based information systems (e.g., standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) in order to develop a plan based on the ASCA National Standards for School Counseling Programs to improve student outcomes for students in middle or high schools.  They will prepare a school counseling calendar that reflects appropriate time commitments and priorities based on assisting students in achieving academic, career, and personal/social competencies identified by the overall developmental guidance program.  In addition, they will investigate MUNIS on the Kentucky Department of Education website in order to determine factors affecting funding for personnel and programs.

The Comprehensive Developmental Middle/High School Counseling Program should follow the order of the scoring guide with sections clearly labeled. Candidates should utilize the templates provided in the ASCA National Model with accompanying explanatory narrative.

The purpose of this assessment is to measure the candidate’s knowledge and skill in developing and implementing an overall school counseling program that is developmentally appropriate for middle or high schools and students. This assessment addresses most of the Kentucky Standards for Guidance Counselor Programs and the Kentucky Guidance Counselor Program Objectives and Curriculum. ***Candidates must score a minimum of Developing (2) on each section of the Comprehensive Developmental Middle/High School Counseling Program in order to progress through the rest of the program.***

The scoring guide is for documenting the level of mastery for each section of the Comprehensive Developmental Middle/High School Guidance Program based on the descriptors and utilizing the following scale: **4= Exemplary, 3=Accomplished, 2=Developing, 1=Ineffective**. **Exemplary (4)** mastery is demonstrated by including all components in the descriptor at a level of specificity that demonstrates deep understanding of what the program will look like and how the program will function interrelated to the other programs in the school. **Accomplished (3)** mastery is demonstrated by including all components in the descriptor with a general understanding of what the program will look like and how the program will function interrelated to the other programs in the school. **Developing (2)** mastery is demonstrated by including the components in the descriptor with a general understanding of what the program will look like but little understanding demonstrated of how the program will function interrelated to the other programs in the school. **Ineffective (1)** mastery does not include key components of a comprehensive school counseling program or is not developmentally appropriate for middle or high schools or students.

Total Points\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Holistic Score\_\_\_\_\_\_\_\_\_\_\_\_

(Kentucky Standards for Guidance Counselor Programs, Kentucky Guidance Counselor Program Objectives and Curriculum, CAEP Standards for Advanced Programs, InTASC Model Core Teaching Standards)

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| --- | --- | --- | --- | --- |
| Sections | 180-200 (4) | 160-179 (3) | 140-159 (2) | Below 140 (1) |
| **I. Foundation**  **KSGCP:** A 2, 4, 5, B 1  **KGCPOC:** 1 b, g  **CAEP Standards for Advanced Programs:** A.1.1, A.1.2  **InTASC:** 10 b, c, j | Section I includes a discussion of foundational beliefs about the role of the Comprehensive Developmental Middle/High School Guidance Program in the mission of the school and createsa vision of what the school will look like when the program is fully implemented, and an overall mission statement for the School Guidance Program. | Section I includes a discussion of about the role of the Comprehensive Developmental Middle/High School Guidance Program in the mission of the school, but does not really connect that role to foundational beliefs. It includes a vision of what the school will look like when the program is fully implemented, and an overall mission statement for the School Guidance Program. | Section I includes a vision of what the school will look like when the program is fully implemented, and an overall mission statement for the School Guidance Program, but it is not connected to the overall school mission statement. | Stated beliefs, vision, and mission statement for the Comprehensive Developmental School Counseling Program are not developmentally appropriate for middle or high school students. |
| **II. Data Analysis**  **(ASCA School Data Profile Template)**  **KSGCP:** A 9, C 1 a, g)  **KGCPOC:** 1 c, 7 b, 8 d)  **CAEP Standards for Advanced Programs:** A.1.1, A.1.2  **InTASC:** 9 c, f | Data analysis includes more than five types of data from school based systems (ie. standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) | Data analysis includes four to five types of data from school based systems (ie. standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) | Data analysis includes more than three to four types of data from school based systems (ie. standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) | Data analysis includes fewer than three types of data from school based systems (ie. standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) |
| **III. Data Analysis**  **(Narrative)**  **KSGCP:** A 7, 8  **KGCPOC**: 7 f, g)  **CAEP Standards for Advanced Programs:** A.1.1, A.1.2  **InTASC:**  10 j | Data analysis section includes discussion about how the data is used, managed, analyzed, and presented as it draws specific conclusions about school and student demographic group needs based on data and sets overall program goals based on findings. | Data analysis section draws general conclusions about overall school needs based on data and sets program goals based on the data. | Data analysis section draws conclusions about overall school needs but program goals seem unconnected to the data or program goals are not identified. | Data is simply presented with no analysis. |
| **IV. ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career- Readiness Standards for Every Student (ASCA Mindsets & Behaviors Template)**  **KSGCP:** C 1 d  **KGCPOC:** 4 h  **CAEP Standards for Advanced Programs:** A.1.1, A.1.2  **InTASC:**  5 b, 7a, 7b, 7c | Template completely filled out indicating a grade level and delivery method for applying each of the standards to academics, career, and social/emotional development. | Template mostly completed indicating a grade level and delivery method for applying each of the standards to academics, career, or social/emotional development. | Each standard indicates the grade level it will be addressed only. | Template partially completed; some standards not addressed. |
| **V. ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career- Readiness Standards for Every Student**  **(Narrative)**  **KSGCP:** C 1 d  **KGCPOC:** 4 h  **CAEP Standards for Advanced Programs:** A.1.1, A.1.2  **InTASC:**  5 b, 7a, 7b, 7c | Narrative analyzes the mindset and behavior standards and the progression established on the template based on how student proficiency in them will lead to achieving overall program goals utilizing specific examples for each program goal. | Narrative compares the mindset and behavior standards to the overall program goals and discusses generally how the standards will enable students to achieve program goals. | Narrative identifies program goals and connects loosely to related mindset and behavior standards. | Narrative identifies program goals and related mindset and behavior standards but no connection is established. |
| **VI. Curriculum**  **(School Counseling Core Curriculum**  **Action Plan Template)**  **KSGCP:** B 4, 5, 6, C 1 c, C 2 b  **KGCPOC:** 2 b 3 b, d  **CAEP Standards for Advanced Programs:** A.1.1, A.1.2  **InTASC:** 2 a, b, c, d, 3 a, d, f, 4 b, d, e, 7 c, d, 9 b, c, e, f | Curriculum plan identifies **specific** grade levels, lessons, materials/resources, and student outcomes. | Curriculum plan identifies general information about grade levels, lessons, materials/resources, and student outcomes. | Curriculum plan addresses most of the required components. | Curriculum plan addresses few of the required components. |
| **VII.Curriculum (Narrative)**  **KSGCP:** B3  **KGCPOC:** 2 a)  **CAEP Standards for Advanced Programs:** A.l.1, A.1.2  **InTASC**: 1 a, b, c, 7 c, d, 9 b, c, e, f | Narrative section provides an overall discussion about specific program goals (based on data analysis) and hypothesizes how the overall curriculum will help individual students (demographic groups/student outcomes) and the school as a whole meet these goals. | Narrative section provides an overall discussion about specific program goals (based on data analysis) and how the overall curriculum will the school as a whole meet these goals, but individual students (demographic groups/outcomes) are not addressed. | Narrative section provides an overall discussion about specific program goals, **but the goals are not based on data analysis**. It also includes a discussion of how the overall curriculum will the school as a whole meet these goals, but individual students (demographic groups/outcomes) are not addressed. | Narrative section does not address overall program goals or the expected impact on the school as a whole. |
| **VIII.Responsive Services**  **(Narrative)**  **KSGCP:** B 2, C 2 a, c, f, C 3 a, b, c, d  **KGCPOC** 2 c, e, 5 e, f  **CAEP Standards for Advanced Programs:** A.l.1, A.1.2  **InTASC:** 1 a, b, c, 10 b, c, d, e, f, i, j, k | Narrative section includes a discussion of how the counseling program will meet the immediate needs of students justifying specifically how consultation, personal counseling, crisis counseling, and referrals to community services are integrated into the overall curriculum and calendar and how students, parents, and faculty are informed about these processes. | Narrative section includes a discussion of how the counseling program will meet the immediate needs of students covering specifically how consultation, personal counseling, crisis counseling, and referrals to community services are integrated into the overall curriculum and calendar or how students, parents, and faculty are informed about these processes. | Narrative section includes a discussion of how the counseling program will meet the immediate needs of students through consultation, personal counseling, crisis counseling, and referrals to community services. | Narrative section includes a discussion of how the counseling program will meet the immediate needs of students. |
| **IX. School Calendar (Yearly)**  **KSGCP:** C 1 e)  **CAEP Standards for Advanced Programs:** A.l.1, A.1.2  **InTASC:** 7 c, d, 9 b, c, e, f | Calendar integrates major curriculum themes/topics and grade levels for the entire school year. | Calendar reflects major curriculum themes/topics and grade levels for less than one school year. | Calendar reflects major curriculum themes/topics or grade levels for one school year. | Calendar reflects major curriculum themes/topics for less than one school year. |
| **X. Funding (Narrative)**  **KSGCP:** C 1 f  **CAEP Standards for Advanced Programs:** A.l.1, A.1.2  **InTASC:** 7 c, d | Section X operationalizes funding for the program and personnel including MUNIS and its impact on program funding. | Section V includes a discussion of how the program and personnel will be funded in general, but MUNIS is not referred to specifically. | Section V discusses overall school funding in general, but it isn’t specifically connected to the school guidance program. | Section V discusses school funding specific to a certain school, but it isn’t specifically connected to the school guidance program. |
| **XI. Program Evaluation Plan**  **KSGCP:** C 1 b  **KGCPOC:** 8 c, d, e  **CAEP Standards for Advanced Programs:** A.l.1, A.1.2  **InTASC:** 4 b, d, e, 6 e, 9 b, c, e, f, 10b, c, d, e, f, i, j, k | Section XI recommends a plan for evaluating specific components (ie. curriculum for each grade level, goal accomplishment, time management, personnel etc.) It specifies when and how the evaluation will be conducted and how the results will be used in program improvement. | Section VI includes a plan for evaluating specific components (ie. curriculum for each grade level, goal accomplishment, time management, personnel etc.) It specifies when and how the evaluation will be conducted, but not how the results will be used in program improvement. | Section VI includes a plan for evaluating some components but important components of the program are left out. It specifies when and how the evaluation will be conducted, but not how the results will be used in program improvement. | Section VI includes a general plan for evaluating the overall program. |
| **General Assignment** | Program sections are clearly labeled in the order they appear on the scoring guide. All portions of the program are in one document. | Program sections are clearly labeled in the document, but some may be in a different order than the scoring guide. All portions of the program are in one document. | Program sections are clearly labeled in the document, but some portions of the program are not included. | Program sections are not labelled. |
| **Mechanics** | Response is free from grammatical, spelling, or punctuation errors. | A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader. | Several grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors impede the understanding of the reader. |
| **Timeliness** | Assignment is submitted on or before the due date. | Assignment is submitted one day late. | Assignment is submitted two days late. | Assignment is submitted more than two days late. |

**Addendum G**

Campbellsville University

MAEd in School Guidance Counseling

Performance Evaluation Checklist of Internship Experiences

[SGC 514 Internship in School Counseling I](https://www.campbellsville.edu/education/files/2017/07/SGC-514-Internship-in-School-Counseling-I-Syllabus.docx)

[SGC 515 Internship in School Counseling II](https://www.campbellsville.edu/education/files/2017/07/SGC-515-Internship-in-School-Counseling-II-Syllabus.docx)

[SGC 516 Internship in School Counseling III](https://www.campbellsville.edu/education/files/2017/07/SGC-516-Internship-in-School-Counseling-III-Syllabus.docx)

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Candidate Name

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Evaluator Name

Directions: The purpose of the Performance Evaluation Checklist of Internship Experiences is to measure the candidate’s level of performance on each of Kentucky’s Standards for School Counseling Programs and Program Objectives and Curriculum. This assessment is to be utilized throughout the school counseling internship in [SGC 514](https://www.campbellsville.edu/education/files/2017/07/SGC-514-Internship-in-School-Counseling-I-Syllabus.docx), [515](https://www.campbellsville.edu/education/files/2017/07/SGC-515-Internship-in-School-Counseling-II-Syllabus.docx), and [516](https://www.campbellsville.edu/education/files/2017/07/SGC-516-Internship-in-School-Counseling-III-Syllabus.docx) by the certified school counselor and the course instructor. The candidate will also complete a self-assessment utilizing this form throughout the school counseling internship in [SGC 514](https://www.campbellsville.edu/education/files/2017/07/SGC-514-Internship-in-School-Counseling-I-Syllabus.docx), [515](https://www.campbellsville.edu/education/files/2017/07/SGC-515-Internship-in-School-Counseling-II-Syllabus.docx), and [516](https://www.campbellsville.edu/education/files/2017/07/SGC-516-Internship-in-School-Counseling-III-Syllabus.docx). Candidates must obtain a score of 2 or higher on each indicator in order to exit the program.

Document the level of mastery for each indicator utilizing the following scale: 4= Exemplary, 3=Accomplished, 2=Developing, 1=Ineffective. Document the date the standard or indicator was observed and the activity that was observed.

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| **Performance Level** | **Date(s) Observed** | **Activity Observed** |

**A. FOUNDATIONS OF SCHOOL COUNSELING (CAEP Advanced Standards 1, 5; InTASC Standards 4, 9, 10)**

1. history, philosophy, and current trends in school counseling and educational systems;

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1. relationship of the school counseling program to the academic and student services program in the school;

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1. role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;

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1. strategies of leadership designed to enhance the learning environment of schools;

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1. knowledge of the school setting, environment, and pre-K-12 curriculum;

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1. current issues, policies, laws, and legislation relevant to school counseling;

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1. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling;

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| --- | --- | --- |
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1. knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development;

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1. knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices; and

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1. ethical and legal considerations related specifically to the practice of school counseling (e.g., the *ASCA Ethical Standards for School Counselors*, and the *ACA Code of Ethics*).

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**B. CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING (CAEP Advanced Standards 1, 2, 4, 5; InTASC Standards 4, 5, 6, 7, 8, 9, 10)**

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

1. advocacy for all students and for effective school counseling programs;

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1. coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students;

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1. integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K-12 students in maximizing their academic, career, and personal/social development.

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1. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate;

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1. methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community;

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1. methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs; and

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1. knowledge of prevention and crisis intervention strategies.

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**C. KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS (CAEP Advanced Standards 1, 2, 4, 5; InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)**

1. **Program Development, Implementation, and Evaluation**
   1. use, management, analysis, and presentation of data from school-based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) to improve student outcomes;

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* 1. design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs (e.g., the *ASCA National Standards for School Counseling Programs*) including an awareness of various systems that affect students, school, and home;

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

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

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

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* 1. strategies for seeking and securing alternative funding for program expansion; and

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

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1. **Counseling and Guidance**
   1. individual and small-group counseling approaches that promote school success

through academic, career, and personal/social development for all;

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* 1. individual, group, and classroom guidance approaches systematically designed to

assist all students with academic, career, and personal/social development;

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* 1. approaches to peer facilitation, including peer helper, peer tutor, and peer mediation

programs;

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* 1. issues that may affect the development and functioning of students (e.g., abuse,

violence, eating disorders, attention deficit hyperactivity disorder, childhood

depression, and suicide);

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* 1. developmental approaches to assist all students and parents at points of educational

transition (e.g., home to elementary school, elementary to middle to high school,

high school to postsecondary education and career options);

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

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

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

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1. **Consultation**
   1. strategies to promote, develop, and enhance effective teamwork within the school

and larger community;

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* 1. theories, models, and processes of consultation and change with teachers,

administrators, other school personnel, parents, community groups, agencies, and students as appropriate;

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* 1. strategies and methods of working with parents, guardians, families, and

communities to empower them to act on behalf of their children; and

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* 1. knowledge and skills in conducting programs that are designed to enhance students’

academic, social, emotional, career, and other developmental needs.

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**D. CLINICAL INSTRUCTION (CAEP Advanced Standards 1, 2, 3, 4, 5; InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)**

For the School Counseling Program, practicum/internship experiences must occur in a school counseling setting under the supervision of a site supervisor.

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

**PROGRAM OBJECTIVES AND CURRICULUM (CAEP 1, 2, 3, 4, 5; InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)**

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

1. **PROFESSIONAL IDENTITY –** studies that provide an understanding of all of the following aspects of professional functioning:
   1. history and philosophy of the counseling profession, including significant factors and events;

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* 1. professional roles, functions, and relationships with other human service providers;

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* 1. technological competence and computer literacy;

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* 1. professional organizations, including ASCA/ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;

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* 1. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

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* 1. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;

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* 1. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and

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* 1. ethical standards of ASCA, ACA, and related entities, and applications of ethical and legal considerations in professional counseling.

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1. **SOCIAL AND CULTURAL DIVERSITY –** studies that provide an understanding of the

cultural context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:

* 1. multicultural and pluralistic trends, including characteristics and concerns between

and within diverse groups nationally and internationally;

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* 1. attitudes, beliefs, understandings, and acculturative experiences, including specific

experiential learning activities;

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* 1. individual, couple, family, group, and community strategies for working with

diverse populations and ethnic groups;

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* 1. counselors’ roles in social justice, advocacy and conflict resolution, cultural self-

awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination to the growth of the human spirit, mind, or body;

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* 1. theories of multicultural counseling, theories of identity development, and

multicultural competencies; and

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* 1. ethical and legal considerations.

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1. **HUMAN GROWTH AND DEVELOPMENT** – studies that provide an understanding of

the nature and needs of individuals at all developmental levels, including all of the following:

* 1. theories of individual and family development and transitions across the life-span;

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* 1. theories of learning and personality development;

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* 1. human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

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* 1. strategies for facilitating optimum development over the life-span; and

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* 1. ethical and legal considerations.

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1. **CAREER DEVELOPMENT** – studies that provide an understanding of career

Development and related life factors, including all of the following:

* 1. career development theories and decision-making models;

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* 1. career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;

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* 1. career development program planning, organization, implementation, administration, and evaluation;

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* 1. interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;

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* 1. career and educational planning, placement, follow-up, and evaluation;

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* 1. assessment instruments and techniques that are relevant to career planning and decision making;

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* 1. technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;

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* 1. career counseling processes, techniques, and resources, including those applicable to specific populations; and

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* 1. ethical and legal considerations.

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1. **HELPING RELATIONSHIPS** – studies that provide an understanding of counseling and

consultation processes, including all of the following:

* 1. counselor and consultant characteristics and behaviors that influence helping

processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;

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* 1. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;

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

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

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

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

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* 1. ethical and legal considerations.

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1. **GROUP WORK** – studies that provide both theoretical and experiential understandings of

group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:

* 1. principles of group dynamics, including group process components, developmental

stage theories, groups members’ roles and behaviors, and therapeutic factors of group work;

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* 1. group leadership styles and approaches, including characteristics of various types of

group leaders and leadership styles;

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* 1. theories of group counseling, including commonalities, distinguishing

characteristics, and pertinent research and literature;

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* 1. group counseling methods, including group counselor orientations and behaviors,

appropriate selection criteria and methods, and methods of evaluation of effectiveness;

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* 1. approaches used for other types of group work, including task groups, psycho

educational groups, and therapy groups;

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* 1. professional preparation standards for group leaders; and

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* 1. ethical and legal considerations.

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1. **ASSESSMENT** – studies that provide an understanding of individual and group

approaches to assessment and evaluation, including all of the following:

* 1. historical perspectives concerning the nature and meaning of assessment;

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b basic concepts of standardized and non-standardized testing and other assessment

techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;

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* 1. statistical concepts, including scales of measurement, measures of central tendency,

indices of variability, shapes and types of distributions, and correlations;

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* 1. reliability (i.e., theory of measurement error, models of reliability, and the use of

reliability information);

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* 1. validity (i.e., evidence of validity, types of validity, and the relationship between

reliability and validity);

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* 1. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality,

and other factors related to the assessment and evaluation of individuals, groups,

and specific populations;

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* 1. strategies for selecting, administering, and interpreting assessment and evaluation

instruments and techniques in counseling;

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* 1. an understanding of general principles and methods of case conceptualization,

assessment, and/or diagnoses of mental and emotional status; and

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* 1. ethical and legal considerations.

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**8. RESEARCH AND PROGRAM EVALUATION** – studies that provide an understanding

of research methods, statistical analysis, needs assessment, and program evaluation,

including all of the following:

1. the importance of research and opportunities and difficulties in conducting research

in the counseling profession;

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1. research methods such as qualitative, quantitative, single-case designs, action

research, and outcome-based research;

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1. use of technology and statistical methods in conducting research and program

evaluation, assuming basic computer literacy;

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1. principles, models, and applications of needs assessment, program evaluation, and

use of findings to effect program modifications;

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1. use of research to improve counseling effectiveness; and

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1. ethical and legal considerations.

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**Addendum H**

**Welcome to** [**ED 665!**](https://www.campbellsville.edu/education/files/2017/07/SGCED-665-Research-Methods-Syllabus.docx)

The Master’s Action Research Project (MARP) is a three course sequence beginning with [ED 665](https://www.campbellsville.edu/education/files/2017/07/SGCED-665-Research-Methods-Syllabus.docx), continuing into [ED 670](https://www.campbellsville.edu/education/files/2017/07/SGCED-670-Action-Research-Practicum-I-Syllabus.docx), and concluding in [ED 675](https://www.campbellsville.edu/education/files/2017/07/SGCED-675-Action-Research-Practicum-II-Syllabus.doc). The purposes of [ED 665](https://www.campbellsville.edu/education/files/2017/07/SGCED-665-Research-Methods-Syllabus.docx) include learning about action research methodologies, developing a research question, obtaining Institutional Review Board (IRB) approval, and writing the Introduction and Methodology of the MARP. The purposes of [ED 670](https://www.campbellsville.edu/education/files/2017/07/SGCED-670-Action-Research-Practicum-I-Syllabus.docx) are revising the first two components of the MARP, writing the Background, and implementing the action research. The purposes of [ED 675](https://www.campbellsville.edu/education/files/2017/07/SGCED-675-Action-Research-Practicum-II-Syllabus.doc) are analyzing collected data, writing Data Analysis and Discussion, revising all components of the MARP, and presenting your MARP to an appropriate audience. Please refer to Power Points for each component of the MARP process which provide valuable information and advice.

Please use the following scoring rubric as you write and revise all MARP components. As you submit your MARP documents, your professors will provide valuable feedback which will help you revise and implement your action research. In order to successfully progress from one action research course to the next, you must score a minimum B on your MARP. Additionally, you must score an originality score of less than 15% when submitted to Turn It In originality software.

**Campbellsville University**

**School of Education**

**Masters Action Research Project (MARP)**

**Scoring Rubric**

**Revised 7/15/2016**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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[ED 665](https://www.campbellsville.edu/education/files/2017/07/SGCED-665-Research-Methods-Syllabus.docx) Professor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Term/Date \_\_\_\_\_\_\_\_\_\_\_\_ Total Points \_\_\_\_\_\_\_\_\_\_\_\_ (172)

[ED 670](https://www.campbellsville.edu/education/files/2017/07/SGCED-670-Action-Research-Practicum-I-Syllabus.docx) Professor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Term/Date \_\_\_\_\_\_\_\_\_\_\_\_ Total Points \_\_\_\_\_\_\_\_\_\_\_\_ (288)

[ED 675](https://www.campbellsville.edu/education/files/2017/07/SGCED-675-Action-Research-Practicum-II-Syllabus.doc) Professor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Term/Date \_\_\_\_\_\_\_\_\_\_\_\_ Total Points \_\_\_\_\_\_\_\_\_\_\_\_ (416)

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| [**ED 665**](https://www.campbellsville.edu/education/files/2017/07/SGCED-665-Research-Methods-Syllabus.docx) **MARP Requirements**  IRB Approval  Title Page (4 points) \_\_\_\_\_  Introduction (28 points) \_\_\_\_\_  Methodology (76 points) \_\_\_\_  Introduction Writing Mechanics (32 points) \_\_\_\_\_  Methodology Writing Mechanics (32 points) \_\_\_\_\_  Total 172 points \_\_\_\_\_  Minimum B 146 points  Institutional Review Board Proposal  Date submitted \_\_\_\_\_\_\_\_\_\_\_\_  Date approved \_\_\_\_\_\_\_\_\_\_\_\_    Turn It In Originality score  (Must be 15% or less)   |  |  |  | | --- | --- | --- | | **ED 665** | **ED 670** | **ED 675** | |  |  |  | | [**ED 670**](https://www.campbellsville.edu/education/files/2017/07/SGCED-670-Action-Research-Practicum-I-Syllabus.docx) **MARP Requirements**  Title Page (4 points) \_\_\_\_\_\_  Abstract (8 points) \_\_\_\_\_\_  Introduction (28 points) \_\_\_\_\_\_  Background (44 points) \_\_\_\_\_\_  Methodology (76 points) \_\_\_\_\_  References (8 points) \_\_\_\_\_\_  Appendices (24 points) \_\_\_\_\_\_  Introduction Writing Mechanics  (32 points) \_\_\_\_\_\_  Background Writing Mechanics  (32 points) \_\_\_\_\_\_  Methodology Writing Mechanics (32 points) \_\_\_\_\_\_  Total 288 points \_\_\_\_\_\_  Minimum B 245 points | [**ED 675**](https://www.campbellsville.edu/education/files/2017/07/SGCED-675-Action-Research-Practicum-II-Syllabus.doc) **MARP Requirements**  Title Page (4 points) \_\_\_\_\_\_  Abstract (8 points) \_\_\_\_\_\_  Introduction (28 points) \_\_\_\_\_\_  Background (44 points) \_\_\_\_\_\_  Methodology (76 points) \_\_\_\_\_  Data Analysis (36 points) \_\_\_\_\_  Discussion (28 points) \_\_\_\_\_\_  References (8 points) \_\_\_\_\_\_  Appendices (24 points) \_\_\_\_\_\_  Introduction Writing Mechanics  (32 points) \_\_\_\_\_\_  Background Writing Mechanics  (32 points) \_\_\_\_\_\_  Methodology Writing Mechanics (32 points) \_\_\_\_\_\_  Data Results/Analysis  (32 points) \_\_\_\_\_\_  Discussion (28 points) \_\_\_\_\_\_  Total 416 points \_\_\_\_\_\_  Minimum B 354 points  Presentation date \_\_\_\_\_\_\_\_\_\_\_  Location \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **TITLE PAGE/ABSTRACT**  **Title Page Written in** [**ED 665**](https://www.campbellsville.edu/education/files/2017/07/SGCED-665-Research-Methods-Syllabus.docx)**; Abstract written in** [**ED 670**](https://www.campbellsville.edu/education/files/2017/07/SGCED-670-Action-Research-Practicum-I-Syllabus.docx) | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Three or fewer criteria included | Four criteria included | Five criteria included | Title is no more than 12 words  Includes student name  Includes institution name  Includes date  Includes running head  Title page follows proper APA format |
| **Score:** | **Ed** [**665**](https://www.campbellsville.edu/education/files/2017/07/SGCED-665-Research-Methods-Syllabus.docx)**: /4** | [**ED 670:**](https://www.campbellsville.edu/education/files/2017/07/SGCED-670-Action-Research-Practicum-I-Syllabus.docx) **/4** | [**ED 675**](https://www.campbellsville.edu/education/files/2017/07/SGCED-675-Action-Research-Practicum-II-Syllabus.doc)**: /4** |
| **Abstract** | | | |
| Less than four criteria included  Abstract does not meet word criteria | Four to five criteria included  Abstract does not meet word criteria | All criteria included  Abstract does not meet word criteria | Succinct description of study, purpose, students/participants, methodology, procedures, findings  Abstract ranges between 150 and 250 words |
| **Score:** | [**ED 670**](https://www.campbellsville.edu/education/files/2017/07/SGCED-670-Action-Research-Practicum-I-Syllabus.docx)**: /8** | [**ED 675**](https://www.campbellsville.edu/education/files/2017/07/SGCED-675-Action-Research-Practicum-II-Syllabus.doc)**: /8** | |

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| **SECTION I: INTRODUCTION**  **Written in** [**ED 665**](https://www.campbellsville.edu/education/files/2017/07/SGCED-665-Research-Methods-Syllabus.docx)**, revised in** [**ED 670**](https://www.campbellsville.edu/education/files/2017/07/SGCED-670-Action-Research-Practicum-I-Syllabus.docx)**, and** [**ED 675**](https://www.campbellsville.edu/education/files/2017/07/SGCED-675-Action-Research-Practicum-II-Syllabus.doc)**.**  **Length: 1 page minimum**  **Kentucky Standards for Guidance Counselor Programs**  \_\_\_ 6.B. Methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs  \_\_\_ 8. A. The importance of research and opportunities and difficulties in conducting research in the counseling profession  \_\_\_ 8. B. Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research  **Council For Accreditation of Counseling and Related Educational Programs (CACREP) Common Core Curricular Areas**  \_\_\_ 8. A. The importance of research in advancing the counseling profession  \_\_\_ 8. B. Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| **Rationale** | | | |
| Introduction minimally provides purpose for paper or creates vague interest for reader  Rationale briefly describes what prompted you to purse the topic/intervention, no background information provided  Research question not stated | Introduction minimally provides purpose for paper and creates vague interest for readers  Rationale briefly describes what prompted you to purse the topic/intervention and irrelevant background information included  Vague link between rationale and research question | Introduction suggests purpose for paper and creates interest for reader  Rationale thoroughly describes what prompted you to purse the topic/intervention including irrelevant background information  Rationale clearly linked to vague research question | Introduction provides purpose for paper and creates interest for reader  Rationale thoroughly describes what prompted you to pursue the topic/intervention including only relevant background information  Rationale clearly linked to clearly-stated research question |
| **Research Question** | | | |
| Research question difficult to investigate  Research question is not open-ended and not related to life experiences of students, instructional strategies, college and career readiness, technology, or is not otherwise appropriate to learning of students | Research question adequate to action research  Research question is not open-ended and vaguely related to life experiences of students, instructional strategies, college and career readiness, technology, or learning of students | Research question lends itself to action research  Research question is open-ended and mostly related to life experiences of students, instructional strategies, college and career readiness, technology, or is otherwise appropriate to learning (related to SPA or other content standards) | Research question succinct and able to be researchable  Research question is open-ended and related to life experiences of students, instructional strategies, college and career readiness, technology, or is otherwise appropriate to learning (related to SPA or other content standards) |
| **Description of Study** | | | |
| Brief description of study includes discussion of one of the components | Brief description of study includes discussion of two of the components | Brief description of study includes discussion of three of the components | Brief description of study includes discussion of intervention implemented, setting of study, participants, data collection: quantitative, qualitative, or mixed |
| **Intervention** | | | |
| Intervention not described | Intervention is described and vaguely linked to rationale | Intervention is described and clearly linked to rationale | Intervention is thoroughly described and clearly linked to rationale |
| **Score:** | [**ED 665**](https://www.campbellsville.edu/education/files/2017/07/SGCED-665-Research-Methods-Syllabus.docx)**: /28** | [**ED 670**](https://www.campbellsville.edu/education/files/2017/07/SGCED-670-Action-Research-Practicum-I-Syllabus.docx)**: /28** | [**ED 675**](https://www.campbellsville.edu/education/files/2017/07/SGCED-675-Action-Research-Practicum-II-Syllabus.doc)**: /28** |

**Specific Feedback:**

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| **Section II: Background**  **Written in** [**ED 670**](https://www.campbellsville.edu/education/files/2017/07/SGCED-670-Action-Research-Practicum-I-Syllabus.docx)**, revised in** [**ED 675**](https://www.campbellsville.edu/education/files/2017/07/SGCED-675-Action-Research-Practicum-II-Syllabus.doc)**.**  **Length: 3 pages minimum**  **Council For Accreditation of Counseling and Related Educational Programs (CACREP) Standards**  \_\_\_ 1.I. Understands how to critically evaluate research relevant to the practice of school counseling. | | | |
| **Scholarly Style and Organization** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Background written without a scholarly style without following key aspects of APA format  Background organized without headings based on empirical studies  Writing relies heavily on direct quotations | Background written with a somewhat scholarly style following some key aspects of APA format  Background organized with headings based on empirical studies  Mostly uses cited paraphrases, some direct quotes unnecessary | Background written with a scholarly style following key aspects of APA format  Background clearly organized with headings based on themes developed by topics within empirical studies  Use cited paraphrases, unless direct quotes are critical | Background written with a scholarly style following all aspects of APA format  Background clearly organized with headings based on themes developed by topics within empirical studies which are all relevant to the topic  Use cited paraphrases without direct quotes |
| **Background Content** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Includes citations for one empirical study about the topic  Some empirical studies related to research with some key aspects of research question included in background  Does not include citation for other scholarly sources about topic; none of which are websites  Most sources are outdated, published beyond the last ten years  Includes mention of theory not relevant to the research question  Includes summary of some empirical studies and scholarly sources including some aspects of methodology, findings, and conclusions  Does not establish relationship between empirical studies and scholarly sources to the research question  Does not incorporate specific examples for support of research topic from empirical studies | Includes citations for two empirical studies abut topic  Most empirical studies related to research question with some key aspects of research question included in background  Includes citation for one scholarly source about topic; none of which are websites  Most sources are current, published within the last ten years  Includes mention of theory somewhat relevant to the research question  Includes summary of all empirical studies and scholarly sources including some aspects of methodology, findings, and conclusions  Establishes weak relationship between empirical studies and scholarly sources to the research question  Includes few specific examples for support of research topic from empirical studies | Includes citations for at least three empirical studies about topic  All empirical studies clearly related to research question with key aspects of research question included in background  Includes citations for at least two scholarly sources about topic; none of which were websites  All sources are current, published within the last ten years  Includes discussion of relevant theories (for example, Constructivism, Behaviorism, Cognitivism)  associated with the research question  Includes summary of all empirical studies and scholarly sources including methodology, findings, and conclusions  Establishes relationship between empirical studies and scholarly sources to the research question  Includes some specific examples for support of research topic from empirical studies | Includes citations for more than three empirical studies about topic  All empirical studies clearly related to research question with all aspects of research question included in background  Includes citations for more than two scholarly sources about topic; none of which were websites  All sources are current, published within the last ten years  Includes discussion of relevant theories, thorough explaining relationship with key aspects of the research question  Includes thorough summary of all empirical studies and scholarly sources including methodology, findings, and conclusions  Thoroughly explains relationship between empirical studies and scholarly sources to the research question  Includes many specific examples for support of research topic from empirical studies |
| **Score:** | [**ED 670**](https://www.campbellsville.edu/education/files/2017/07/SGCED-670-Action-Research-Practicum-I-Syllabus.docx)**: /44** | [**ED 675**](https://www.campbellsville.edu/education/files/2017/07/SGCED-675-Action-Research-Practicum-II-Syllabus.doc)**: /44** | |

**Specific Feedback:**

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| **Section III:** **Methodology**  **Written in ED** [**665**](https://www.campbellsville.edu/education/files/2017/07/SGCED-665-Research-Methods-Syllabus.docx)**, revised in** [**ED 670**](https://www.campbellsville.edu/education/files/2017/07/SGCED-670-Action-Research-Practicum-I-Syllabus.docx)**, and** [**ED 675**](https://www.campbellsville.edu/education/files/2017/07/SGCED-675-Action-Research-Practicum-II-Syllabus.doc)**.**  **Length: 3 pages minimum**  **Kentucky Standards for Guidance Counselor Programs**  \_\_\_ 1. A. Use, management, analysis, and presentation of data from school-based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) to improve student  \_\_\_ 1. C. Implementation and evaluation of specific strategies that meet program goals and objectives.  outcomes  \_\_\_ 7. D. Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information)  \_\_\_ 7. E. Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity)  \_\_\_ 8. C. Use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy  \_\_\_ 8. D. Principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications  **Council For Accreditation of Counseling and Related Educational Programs (CACREP)**  \_\_\_ 8.C. Statistical methods used in conducting research and program evaluation  \_\_\_ 8. D. Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program and modifications  **American School Counselor Association (ASCA)**  \_\_\_ III-A-5 Data driven decision making  \_\_\_ F.1.D. Seek institutional and parent’/guardian consent before administering any research, and maintain security of research records | | | |
| **Research Study/Intervention** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Introduction minimally provides purpose for paper or creates vague interest for reader without research question and rationale  Intervention is weakly relevant to research question  Context of study minimally described  Intervention described including only one of the four required elements  One of three characteristics mentioned | Introduction minimally provides purpose for paper and creates vague interest for readers including either the research question or overview of rationale  Intervention is somewhat relevant to research question  Context of study described including one of three required elements  Intervention described including two of the four required elements  Two of three characteristics mentioned | Introduction suggests purpose for paper and creates interest for reader including research question and overview of rationale  Intervention is relevant to research question  Context of study described including two of three required elements  Intervention described including three of the four required elements  Frequency, duration, and location of intervention mentioned | Introduction provides purpose for paper and creates interest for reader including research question and overview of rationale  Intervention is clearly relevant to research question  Context of study thoroughly described including location, time, and duration of study (minimum five weeks)  Intervention thoroughly described including description of classroom environment, how students experience intervention, how teacher implements intervention, and describes how intervention is appropriate to research question  Frequency, duration, and location of intervention thoroughly described |
| **Research Participants** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Research participants mentioned without specific details related to number, gender, and ethnicity  Other gap group information not provided  Participant selection not mentioned  Informed consent not mentioned (Consent form not included in Appendices)  Confidentiality not mentioned | Research participants mentioned without specific details related to number, gender, or ethnicity  Other gap group information mentioned but not detailed  Participant selection mentioned  Informed consent mentioned (Includes consent form in Appendices)  Confidentiality mentioned | Research participants described including number of participants, gender of participants, and ethnicity of participants  Other gap group information provided  Description of how participants were selected included  Description of how informed consent was obtained for most participants (Includes consent form in Appendices)  Description of how confidentiality was maintained for most participants | Research participants specifically included such as number of participants, gender of participants, ages, and ethnicity of participants  Other gap group information thoroughly describe participants including socio-economic status, special education services received, English-Language Learners  Detailed description of how participants were selected including selection criteria, the use of random selection, or participation based on class enrollment  Thorough description of how informed consent was obtained for all participants, including consent from guardians for minor participants (Includes consent form in Appendices)  Thorough description of how confidentiality and anonymity was maintained for all participants |
| **Data Collection** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Data collection incorrectly identified as quantitative, qualitative, or mixed methods without justification  Description of procedures lacks detail and chart of timeline  Description of data collection instruments not included and/or copies not included in Appendices  Reliability and validity of data collection instruments not discussed  Triangulation of data collection instruments mentioned without detail or reference to research question | Data collection correctly identified as quantitative, qualitative, or mixed methods without justification  Description of procedures includes how often data was collected, when data was collected, duration of data collection, and identifies who collected each piece of data collected without chart or timeline  Description of most data collection instruments included with copies included in Appendices without justification of their use based on scholarly research  Reliability and validity of most data collection instruments discussed  Triangulation of all data collection instruments discussed in paper or included in triangulation table with reference to research question | Data collection correctly identified as quantitative, qualitative, or mixed methods with justification  Description of procedures includes how often data was collected, when data was collected, duration of data collection, and identifies who collected each piece of data collected, included in data collection chart or timeline  Description of all data collection instruments included with copies included in Appendices with justification of their use based on scholarly research  Reliability and validity of all data collection instruments discussed including source of instrument  Triangulation of all data collection instruments discussed in paper and included in triangulation table with reference to research question | Data collection correctly identified as quantitative, qualitative, or mixed methods with detailed justification based on scholarly research  Detailed description of procedures includes how often data was collected, when data was collected, duration of data collection, and identifies who collected each piece of data, included in data collection chart or timeline which is discussed in text  Thorough description of all data collection instruments included with copies included in Appendices with justification of their use based on scholarly research  Reliability and validity of all data collection instruments thoroughly discussed included source of instrument, instrument development, review, and pilot testing of instruments  Triangulation of all data collection instruments discussed in paper and included in triangulation table which provides a clear picture of how all data worked together to answer research question |
| **Data Analysis** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Baseline data not mentioned (if applicable)  Quantitative data analysis not mentioned (if applicable)  Qualitative data analysis not mentioned (if applicable)  Data analysis by contextual factors or gap groups not mentioned | Baseline data mentioned without detail (if applicable)  Quantitative data analysis mentioned without detail  Qualitative data analysis mentioned without detail  Data analysis by contextual factors or gap groups mentioned without detail | Description of how baseline data were obtained (if applicable)  Description of how quantitative data were analyzed  Description of how qualitative data were analyzed  Description of how data were analyzed by contextual factors or gap groups | Thorough description of how baseline data were obtained (if applicable)  Detailed description of how quantitative data were analyzed including individual or group mean scores, comparison of pre/post scores, or other relevant analysis  Detailed description of how qualitative data were analyzed including anticipated summaries, codes, categories of data, or other relevant analysis  Detailed description of how data were analyzed by contextual factors or gap groups |
| **Score:** | [**ED 665**](https://www.campbellsville.edu/education/files/2017/07/SGCED-665-Research-Methods-Syllabus.docx)**: /76** | [**ED 670**](https://www.campbellsville.edu/education/files/2017/07/SGCED-670-Action-Research-Practicum-I-Syllabus.docx)**: /76** | [**ED 675**](https://www.campbellsville.edu/education/files/2017/07/SGCED-675-Action-Research-Practicum-II-Syllabus.doc)**: /76** |

**Specific Feedback:**

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| **SECTION IV: DATA RESULTS/ANALYSIS**  **Written and Revised in** [**ED 675**](https://www.campbellsville.edu/education/files/2017/07/SGCED-675-Action-Research-Practicum-II-Syllabus.doc)**.**  **Length: 3 page minimum**  **Kentucky Guidance Counselor Program**  \_\_\_ 8. E. Use of research to improve counseling effectiveness  \_\_\_ 8. F. Ethical and legal considerations.  **Council For Accreditation of Counseling and Related Educational Programs (CACREP)**  \_\_\_ 8.E. The use of research to inform evidence-based practice  **American School Counselor Association (ASCA)**  \_\_\_ V-A-2 Basic research sampling, methodology and analysis concepts to understand research outcomes and conduct action research | | | |
| **Data Results Narrative** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Narrative not clearly organized  Narrative does not include step by step report on analysis of data including two components of collected data  Narrative does not include description of baseline data, but is necessary  Narrative does not include summaries for all instruments used for the study without mentioning how the data answers the research question  Narrative includes brief mention of triangulation without discussing how the sets of data work together to answer the research question  Narrative includes generalization statements without tables and/or figures  Quantitative data not displayed in tables and/or figures  Qualitative data discussed in data analysis does not include summaries and/or categories of data  Narrative does not include analysis of contextual factors or gap groups such as gender, age, ethnicity, exceptionality, language, and/or socioeconomic status | Narrative clearly organized by another logical scheme  Narrative includes step by step report on analysis of data including two components of collected data  Narrative includes brief description of baseline data (if applicable)  Narrative includes brief summaries for all instruments used for the study without mentioning how the data answers the research question  Narrative includes triangulation of most sets of data and explains how most pieces of data work together to answer the research question  Narrative includes generalization statements with tables and/or figures that do not support the statements  Quantitative data displayed in tables and/or figures do not support discussion of data analysis in narrative  Qualitative data discussed in data analysis in narrative includes partial list of summaries and/or categories of data  Narrative includes analysis of contextual factors or gap groups such as gender, age, ethnicity, exceptionality, language, and/or socioeconomic status (if applicable) which does not answer the research question | Narrative clearly organized by research question or methodology  Narrative includes step by step report on analysis of data including discussion of all components of collected data  Narrative includes description of baseline data (if applicable)  Narrative includes data summaries for all instruments used for the study mentioning how the data answers the research question  Narrative includes triangulation of all three sets of data and explains how each piece of data works together to answer the research question  Narrative includes generalization statements followed by support from tables and/or figures  Quantitative data displayed in tables and/or figures supports discussion of data analysis in narrative  Qualitative data discussed in data analysis in narrative includes summaries and/or categories of data  Narrative includes analysis of contextual factors or gap groups such as gender, age, ethnicity, exceptionality, language and/or socioeconomic status (if applicable) which partially answers the research question | Narrative clearly organized by research question or methodology with appropriate headings  Narrative includes step by step report on analysis of data including thorough discussion of all components of collected data  Narrative includes thorough description of baseline data (if applicable)  Narrative includes through summaries for all instruments used for the study explaining how the data answers the research question. The term “significant” is not used within the narrative unless specific statistical testing took place  Narrative includes triangulation of all three sets of data and thoroughly explains how each piece of data works together to answer the research question  Narrative includes generalization statements followed by support from detailed tables and/or figures in proper APA format  Quantitative data displayed in tables and/or figures in APA format supports discussion of data analysis in narrative  Qualitative data discussed in data analysis in narrative includes summaries and/or categories of data which answer the research question  Narrative includes analysis of contextual factors or gap groups such as gender, age, ethnicity, exceptionality, language, and/or socioeconomic status (if necessary) which thoroughly answers the research question. If applicable, includes overview of demographic data |
| **Score:** [**ED 675**](https://www.campbellsville.edu/education/files/2017/07/SGCED-675-Action-Research-Practicum-II-Syllabus.doc)**: /36** | | | |

**Specific Feedback:**

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| **SECTION V: DISCUSSION**  **Written and revised in** [**ED 675**](https://www.campbellsville.edu/education/files/2017/07/SGCED-675-Action-Research-Practicum-II-Syllabus.doc)**.**  **Length: 2 page minimum**  **Council For Accreditation of Counseling and Related Educational Programs (CACREP)**  \_\_\_ 8.F. Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies  **American School Counselor Association (ASCA)**  \_\_\_ A.3.B. Ensure equitable academic, career, post-secondary access and personal/social opportunities for all students through the use of data to help close achievement gaps and opportunity gaps | | | |
| **Overview/Synthesis of Results** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Overview/synthesis does not include overview of research question or study. Overview is not thorough  Overview/synthesis includes conclusions inaccurately drawn from results which do not attempt to answer research question  Overview/synthesis includes interpretations inaccurately drawn from results which do not attempt to answer research question | Overview/synthesis includes overview of research question or study. Overview is not thorough  Overview/synthesis includes conclusions inaccurately drawn from results which attempt to answer research question  Overview/synthesis includes interpretations inaccurately drawn from results which attempt to answer research question | Overview/synthesis includes overview of research question and study. Overview is thoroughly understandable  Overview/synthesis includes conclusions drawn from results which answer research question accurately based on evidence from most of the data  Overview/synthesis includes interpretations drawn from results which answer research question accurately based on evidence from most of the data | Overview/synthesis includes thorough overview of research question and study. Overview/synthesis stands alone and is thoroughly understandable  Overview/synthesis includes conclusions drawn from results which answer research question accurately and thoroughly based on evidence from all of the data  Overview/synthesis includes interpretations drawn from results which thoroughly answer research question based on evidence from all of the data |
| **Impact of Study** | | | |
| Does not include discussion of limitations of study  Does not include discussion of generalizability of study  Does not include suggestions for future studies on this intervention | Includes discussion of limitations of study which is neither critical nor accurate  Includes discussion of generalizability of study which is neither critical nor accurate  Includes suggestions for future studies on this intervention without reference to this study | Includes critical, accurate discussion of limitations of study  Includes critical, accurate discussion of generalizability of the study  Includes suggestions for future studies on this intervention with general reference to this study | Includes critical, accurate discussion of limitations of study with suggestions of how they could have improved study  Includes critical, accurate discussion of generalizability of the study with suggestions of how they could have improved study  Includes suggestions for future studies on this intervention with specific examples based on study |
| **Concluding Statements** | | | |
| Mentions how results of study were shared with an inappropriate audience  Does not include discussion of contribution of study to the educational community | Mentions how results of study were shared with an appropriate audience  Includes discussion of contribution of study to the educational community without details | Includes discussion of how results of study were shared with an appropriate audience  Includes discussion of contribution of study to the educational community | Includes discussion of how results of study were shared with an appropriate audience with a discussion of specific feedback from audience; includes additional ways that results could be shared including to peers and conferences  Includes discussion of contribution of study to the educational community including a comparison to previous studies |
| **Score:** [**ED 675**](https://www.campbellsville.edu/education/files/2017/07/SGCED-675-Action-Research-Practicum-II-Syllabus.doc)**: /28** | | | |

**Specific Feedback:**

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| **References and Citations** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Does not include citations for all references; citations include a few APA format errors  References list does not include all empirical studies and scholarly articles cited within the MARP with minor APA format errors | Includes citations for all references with a few APA format errors  Reference list includes all empirical studies and scholarly articles cited within the MARP with minor APA format errors | Includes citations for most references in proper APA format  References list includes most empirical studies and scholarly articles cited within MARP in proper APA format | Includes citations for all references in proper APA format  Reference list includes all empirical studies and scholarly articles cited within MARP in proper APA format; only scholarly sources included |
| **Score:** | [**ED 670**](https://www.campbellsville.edu/education/files/2017/07/SGCED-670-Action-Research-Practicum-I-Syllabus.docx)**: /8** | [**ED 675**](https://www.campbellsville.edu/education/files/2017/07/SGCED-675-Action-Research-Practicum-II-Syllabus.doc)**: /8** | |

**Specific Feedback:**

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| **Appendices** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Copies of few data collection instruments or consent forms are included, if appropriate  Few additional tables and figures which do not appear in the text are included, if appropriate  Samples of few scripted interviews are included, if appropriate  Samples of few student work are included, if appropriate  Few other pertinent documents are included, if appropriate  Few appendices are named with a capital letter and follow APA format | Copies of some data collection instruments and consent forms are included, if appropriate  Some additional tables and figures which do not appear in the text are included, if appropriate  Samples of some scripted interviews are included, if appropriate  Samples of some student work are included, if appropriate  Some other pertinent documents are included, if appropriate  Some appendices are named with a capital letter and follow APA format | Copies of most data collection instruments and consent forms are included, if appropriate  Most additional tables and figures which do not appear in the text are included, if appropriate  Samples of most scripted interviews are included, if appropriate  Samples of most student work are included, if appropriate  Most other pertinent documents are included, if appropriate  Most appendices are named with a capital letter and follow APA format | Copies of all data collection instruments and consent forms are included, if appropriate  All additional tables and figures which do not appear in the text are included, if appropriate  Samples of all scripted interviews are included, if appropriate  Samples of all student work are included, if appropriate  All other pertinent documents are included, if appropriate  All appendices are named with a capital letter and follow APA format |
| **Score:** | [**ED 670:**](https://www.campbellsville.edu/education/files/2017/07/SGCED-670-Action-Research-Practicum-I-Syllabus.docx) **/24** | [**ED 675**](https://www.campbellsville.edu/education/files/2017/07/SGCED-675-Action-Research-Practicum-II-Syllabus.doc)**: /24** | |

**Specific Feedback:**

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| **Writing Mechanics** | | | |
| Ineffective (1) | Developing (2) | Accomplished (3) | Exemplary (4) |
| Information appears to be disorganized  Paragraph structure was not clear or sentences were not typically related within the paragraphs  Few sections include an introductory paragraph which does not attempt to draw the reader and a concluding paragraph which does not attempt to summarize key elements  Some sources are not accurately documented reference page includes sources not included in the essay itself  Many grammatical, spelling, or punctuation errors; essay does not attempt points of style appropriate for a formal paper  Rarely uses past tense too refer to previous studies  Rarely uses person first terminology (students with disabilities, students who are gifted/talented, students who speak a second language, NOT LD students, etc.)  Few tables have a heading or are mostly referred to in text; few figures have been named with Arabic numerals, few figures are referred to in text; few tables and figures are in proper APA format  Rarely uses Times New Roman, size 12 font, double spaced, one inch margins and Running Head with page numbers  Score 22-25% originality in Turn It In at the end of each term | Information is organized, but paragraphs are not well-constructed  Paragraphs include related information but were typically not constructed well  Some sections include an introductory paragraph which attempts to draw the reader and a concluding paragraph which attempts to summarize key elements  All sources are accurately documented, but many are not in the required format and reference page includes several errors  A few grammatical, spelling, or punctuation errors; essay may have used first person statements, contractions, subject-verb agreement, or abbreviations  Often uses past tense to refer to previous studies  Often uses person first terminology (students with disabilities, students who are gifted/talented, students who speak a second language, NOT LD students, etc.)  Some tables have a heading and are mostly referred to in text; some figures have been named with Arabic numerals, some figures are referred to in text; some tables and figures are in proper APA format  Often uses Times New Roman, size 12 font, double spaced, one inch margins and Running Head with page numbers  Score between 19-21% originality in Turn It In at the end of each term | Information is organized with well-constructed paragraphs  Most paragraphs include introductory sentence, explanations of detail, and concluding sentences  Most sections include an introductory paragraph which draws the reader and a concluding paragraph which summarized key elements  All sources are accurately documented, and most of the in-text parenthetical citations or paraphrase and reference page is mostly accurate in APA format  A few grammatical, spelling, or punctuation errors; contractions, subject-verb agreement, and first person statements  Mostly uses past tense to refer to previous studies  Mostly uses person first terminology (students with disabilities, students who are gifted/talented, students who speak a second language, NOT LD students, etc.)  Tables mostly have a heading and are mostly referred to in text; figures mostly have been named with Arabic numerals, figures are mostly referred to in text; most tables and figures are in proper APA format  Mostly uses Times New Roman, size 12 font, double spaced one inch margins and Running Head with page numbers  Score between 16-18% originality in Turn It In at the end of each term | Information is very organized with well-constructed paragraphs and subheadings  All paragraphs include introductory sentence, explanations of detail, and concluding sentences  Each section includes an introductory paragraph which draws the reader and a concluding paragraph which summarized key elements  All sources are accurately documented using in-text parenthetical citations or paraphrase and a separate references page is completely accurate in APA format  No grammatical, spelling or punctuation errors; this includes avoiding contractions, abbreviations should be spelled out the first mention, subject-verb agreement, and first person statements  Always uses past tense to refer to previous studies  Always uses person first terminology (students with disabilities, students who are gifted/talented, students who speak a second language, NOT LD students, etc.)  Tables always have a heading, tables are referred to in text; figures always have been named with Arabic numerals, figures are referred to in text; all tables and figures are in proper APA format  Always uses Times New Roman, size 12 font, double spaced, one inch margins and Running Head with page numbers  Scores less than 15% originality in Turn It In at the end of each term |
| **Score:** | [**ED 665**](https://www.campbellsville.edu/education/files/2017/07/SGCED-665-Research-Methods-Syllabus.docx)**:** | [**ED 670**](https://www.campbellsville.edu/education/files/2017/07/SGCED-670-Action-Research-Practicum-I-Syllabus.docx)**:** | [**ED 675:**](https://www.campbellsville.edu/education/files/2017/07/SGCED-675-Action-Research-Practicum-II-Syllabus.doc) |
| **Introduction Writing Mechanics Score** |  |  |  |
| **Background Writing Mechanics Score** |  |  |  |
| **Methodology Writing Mechanics Score** |  |  |  |
| **Data Analysis Writing Mechanics** |  |  |  |
| **Discussion Writing Mechanics** |  |  |  |

**Specific Feedback:**