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 |
| Name each campus |  |
|  |  |

**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.

|  |
| --- |
| Campbellsville University provides international field experiences, practicums, and internships for our teaching candidates. This year, we will be having our first school guidance counseling candidate having international field experiences 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.

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

**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.

|  |  |
| --- | --- |
| |  | | --- | | Admission criteria for the Rank I Standard Certificate in School Counseling include application to Graduate Studies & Rank I/Standard Certificate Program; Official Transcripts with 3.0 GPA required on a 48 hour master’s degree in School Counseling; Three dispositional assessments; One page essay on rationale for graduate study; State criminal background check; signed Professional Code of Ethics for Kentucky School Certified Personnel and ASCA Ethical Standards for School Counselors [See Addendum B](#B) | |

**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 experiences (27 hours) through their courses working with school counselors, vocational rehabilitation counselors, attorneys, medical professionals, parents, and students in activities designed to enhance the advanced level of knowledge and skills that they will need in their practice. The field assignments focus on key stakeholders and service providers and developing an understanding of school counselor accountability. [See Addendum C](#C) and [Program 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.

|  |
| --- |
| Exit requirements for the Rank I Standard Certificate in School Guidance Counseling include official transcript (GPA 3.0), Application for Graduation, School Counselor Accountability Research and Reflection Paper, and two dispositional assessments.  [See Addendum B](#B) |

**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.

|  |
| --- |
| **Assessment Title**  [**School Counselor Accountability Research and Reflection Paper**](#D) |
| **Assessment description:**  Candidates will review literature about school counselor accountability in relation to each of the *Kentucky Standards for Guidance Counseling Programs* and *Kentucky Guidance Counselor Program Objectives and Curriculum.* Candidates will discuss their responsibilities to students and families in practicing each standard and will reflect on the implications this has for their practice as school counselors in a paper. |
| **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.  In [**Section I**,](#E) the candidate discusses the role of the school counselor in the overall school program and introduces the *Kentucky Standards for Guidance Counseling Programs* and *Kentucky Guidance Counselor Program Objectives and Curriculum* holistically. In [**Section II**](#F), the candidate discusses the responsibility of school counselors in meeting ***Standard A Foundations of School Counseling* citing specific indicators (1-10)** and literature that supports the candidate point of view. In [**Section III**](#G), the candidate discusses the responsibility of school counselors in meeting ***Standard B Contextual Dimensions of School Counseling* citing specific indicators (1-7)** and literature that supports the candidate point of view. In [**Section IV**](#H), the candidate discusses the responsibility of school counselors in meeting ***Standard C Knowledge and Skill Requirements for School Counselors 1. Program Development, Implementation, and Evaluation* citing specific indicators (a-g)** and literature that supports the candidate point of view. In [**Section V**](#I), the candidate discusses the responsibility of school counselors in meeting ***Standard C* *Knowledge and Skill Requirements for School Counselors 2. Counseling and Guidance* citing specific indicators (a-h)** and literature that supports the candidate point of view. In [**Section VI**](#J), the candidate discusses the responsibility of school counselors in meeting ***Standard C* *Knowledge and Skill Requirements for School Counselors 3. Consultation* citing specific indicators (a-d)** and literature that supports the candidate point of view. In [**Section VII**](#K), the candidate Section VII discusses the responsibility of school counselors in meeting ***Program Objectives and Curriculum 1. Professional Identity* citing specific indicators (a-h)** and literature that supports the candidate point of view. In [**Section VIII**](#L), the candidate discusses the responsibility of school counselors in meeting ***Program Objectives and Curriculum 2. Social and Cultural Diversity* citing specific indicators (a-f)** and literature that supports the candidate point of view. In [**Section IX**](#M), the candidate discusses the responsibility of school counselors in meeting ***Program Objectives and Curriculum 3. Human Growth and Development* citing specific indicators (a-e)** and literature that supports the candidate point of view. In [**Section X**](#N), the candidate Section X discusses the responsibility of school counselors in meeting ***Program Objectives and Curriculum 4. Career Development* citing specific indicators (a-i**) and literature that supports the candidate point of view. In [**Section XI**](#O), the candidate discusses the responsibility of school counselors in meeting ***Program Objectives and Curriculum 5. Helping Relationships* citing specific indicators (a-g)** and literature that supports the candidate point of view. In [**Section XII**](#P), the candidate discusses the responsibility of school counselors in meeting ***Program Objectives and Curriculum 6. Group Work* citing specific indicators (a-g)** and literature that supports the candidate point of view. In [**Section XIII**](#Q), the candidate discusses the responsibility of school counselors in meeting ***Program Objectives and Curriculum 7. Assessment* citing specific indicators (a-i)** and literature that supports the candidate point of view. In [**Section XIV**](#R), discusses the responsibility of school counselors in meeting ***Program Objectives and Curriculum 8. Research and Program Evaluation* citing specific indicators (a-f)** and literature that supports the candidate point of view. |
| **Provide a link to the assessment scoring guide or rubric.** (Not required for Praxis)  [Addendum D](#D) |
| **Discuss how the reliability and validity of this assessment has been established and supported.**  The [School Counselor Research and Reflection Paper](#D) is based on the *Kentucky Standards for Guidance Counseling Programs* and *Kentucky Guidance Counselor Program Objectives and Curriculum*. Candidates utilize the framework these documents in conducting a literature review for each of the standards and program objectives and curriculum in order to document accepted practice and responsibilities of school counselors on each of these standards. These standards are based on the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards. 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 MAEd is graduating it’s first cohort this fall, and we are hoping to begin offering the program at this time. The assessment will be piloted when the program begins. |
| Program just being offered for the first time this fall; No assessment data is available. |

|  |
| --- |
| **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, quizzes, digital sessions, group presentations, papers and projects. For example, Field Experiences in SGC 730 School Crisis Intervention and Prevention address **KSGCP:** A.2, 3, 4, 5, 6, 8, B.4, C.2.d, h and **KGCPOC:** 3 c. The field experiences 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) |
| Program just being offered for the first time this fall; No assessment data is available. |

# 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:**

|  |
| --- |
| Program just being offered for the first time this fall; No assessment data is available. |

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

|  |
| --- |
| Program just being offered for the first time this fall; No assessment data is available. |

# 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?**

|  |
| --- |
|  |

"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**

**Campbellsville University**

**Rank I/Standard School Counselor Certificate (P-12)**

**Curriculum Contract Guidesheet**

***STUDENT\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SSN\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***ADDRESS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Telephone #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Program Information: Students seeking the Rank 1 must complete a 12-hour planned program of study.***

***Assessment and Exit: Students will be assessed continuously in the Rank 1 program. There are three formal*** [***Candidate Assessment Points***](#B)***: CAP 5 – admission to the program (application to Graduate Studies & Rank I/Standard Certificate Program; Official Transcripts with 3.0 GPA required on a 48 hour MAEd in School Counseling; Three dispositional assessments; One page essay on rationale for graduate study; State criminal background check; signed******Professional Code of Ethics for Kentucky School Certified Personnel and ASCA Ethical Standards for School Counselors); CAP 6 – mid-point assessment; CAP 7 – program exit (3.0 required on culminating activity and cumulative GPA). Additional criteria for each CAP are identified on the application forms.***

[**SGC 700**](https://www.campbellsville.edu/education/files/2017/07/SGC-700-School-Counselor-Accountability-Syllabus.docx) **School Counselor Accountability 3  *\_\_\_\_\_\_***

[**SGC 581**](https://www.campbellsville.edu/education/files/2017/07/SGCMFT-581-Ethical-Legal-and-Professional-Issues-in-Counseling-Syllabus.doc) **Ethical, Legal, and Professional**

**Issues in Counseling 3  *\_\_\_\_\_\_***

[**SGC 624**](https://www.campbellsville.edu/education/files/2017/07/SGCMFT-624-The-Child-and-Adolescent-Syllabus.docx) **The Child and Adolescent 3 \_\_\_\_\_\_**

[**SGC 730**](https://www.campbellsville.edu/education/files/2017/07/SGC-730-School-Crisis-Intervention-and-Prevention-Syllabus.docx)  **School Crisis Prevention and**

**Intervention 3 \_\_\_\_\_\_**

***Total Hours 12 hours***

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

**Advisor Signature/Date Student Signature/Date**

Addendum B

# CAMPBELLSVILLE UNIVERSITY

# SCHOOL OF EDUCATION

**Candidate Continuous Assessment Plan**

**Rank I/Standard Certificate in School Counseling**

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 Rank I/Standard Certificate in School Counseling Program  Official Transcript \_\_\_\_\_Y \_\_\_\_\_N  Cumulative GPA 3.0 \_\_\_Y \_\_\_N GPA\_\_\_\_\_ Review date: \_\_/\_\_/\_\_  48 hour (minimum) Master’s Degree in School Counseling  Copy of Valid Certificate  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)  \_\_\_\_\_American School Counselor Association Ethical Standards for School  Counselors Commitment (signed)  \_\_\_\_\_Character & Fitness(signed)  \_\_\_\_\_Diversity Survey Signed  \_\_\_\_\_State Criminal Background Check  \_\_\_\_\_Statement of Acknowledgement/Commitment  (signed) (see back of form)  \_\_\_\_\_Curriculum Contract/Guide sheet (signed) | \_\_\_\_\_Transcript Review  \_\_\_\_\_GPA (minimum 3.0)  \_\_\_\_\_ Credit Hours Completed  (6 earned hours)  \_\_\_\_\_\_Faculty Disposition  Recommendation | Transcript Review  \_\_\_\_\_GPA (minimum 3.0)  \_\_\_\_\_Transcript Attached  \_\_\_\_\_[School Counselor Accountability Research and Reflection Paper](#D)  \_\_\_\_\_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 C

**Field Experience Matrix – Course Description**

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

**Rank I/Standard Certificate School Counseling Program**

Candidates complete an array of field experiences as part of professional education courses in partial fulfillment of program requirements for certification. All experiences require candidates to reflect. Field 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 700 School Counselor Accountability](https://www.campbellsville.edu/education/files/2017/07/SGC-700-School-Counselor-Accountability-Syllabus.docx) | 10 | Candidates will interview a student, a parent, a teacher, and a building and district level administrator to discuss what they believe school counselors are accountable for. | | Candidates will interview two students with diversity (disability, giftedness, poverty, race/ethnicity, etc.) and their parent(s) to discuss what they believe school counselors are accountable for. |
| [SGC 581 Ethical, Legal, and Professional Issues in Counseling](https://www.campbellsville.edu/education/files/2017/07/SGCMFT-581-Ethical-Legal-and-Professional-Issues-in-Counseling-Syllabus.doc) | 2 | Candidates will interview the attorney for the school district or a state level hearing officer to discuss legal and ethical situations they have experienced involving school counselors. | |  |
| [SGC 624 The Child and Adolescent](https://www.campbellsville.edu/education/files/2017/07/SGCMFT-624-The-Child-and-Adolescent-Syllabus.docx) | 5 |  | | Candidates will complete **two interviews** of professionals working with children and adolescents. One interview will be with a medical professional. This could be a Physician, Neurologists, Physician’s Assistant, Registered Nurse, Physical Therapist, Occupational Therapist, Speech/Language Pathologist etc. The second interview will be with a non-medical professional. This could be a Family Therapist, Adoption Worker, Case Manager, Mental Health Professional, Teacher, Psychologist, Social Worker or Foster Care Worker etc. Interview questions will include information about developmental issues, assessment issues, and evidence based practices. Candidates will write a reflection paper. |
| [SGC 730 School Crisis Prevention and Intervention](https://www.campbellsville.edu/education/files/2017/07/SGC-730-School-Crisis-Intervention-and-Prevention-Syllabus.docx) | 10 | Candidates will reflect on the school counselor’s role in a variety of crisis scenarios. | |  |

Addendum D

**Campbellsville University**

**Rank I/Standard Certificate in School Counseling**

**School Counselor Accountability Research and Reflection Paper**

**Scoring Guide**

**100 pts.**

**Directions:**  Candidates will review literature about school counselor accountability in relation to each of the *Kentucky Standards for Guidance Counseling Programs* and *Kentucky Guidance Counselor Program Objectives and Curriculum.* Candidates will discuss their responsibilities to students and families in practicing each standard and will reflect on the implications this has for their practice as school counselors.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | 90-100 | 80-89 | 70-79 | Below 70 |
| **Section I: Introduction**  **(2-3 pages)**  **KSGCP**: A 2, 3, 5  **InTASC**: 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs**: A.1.1, A.1.2 | Section I discusses the role of the school counselor in the overall school program and introduces the *Kentucky Standards for Guidance Counseling Programs* and *Kentucky Guidance Counselor Program Objectives and Curriculum* holistically. | Section I discusses the role of the school counselor in the overall school program and mentions the *Kentucky Standards for Guidance Counseling Programs* and *Kentucky Guidance Counselor Program Objectives and Curriculum*. | Section I discusses the role of the school counselor in the overall school program. | Section I discusses the role of the school counselor but does not connect it with the school program. |
| **Section II: Standard A Foundations of School Counseling**  **(2-3 pages)**  **KSGCP**: A 1-10  **InTASC**: 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs**: A.1.1, A.1.2 | Section II discusses the responsibility of school counselors in meeting *Standard A Foundations of School Counseling* citing specific indicators and literature that supports the candidate point of view. | Section II discusses the responsibility of school counselors in meeting *Standard A Foundations of School Counseling* citing literature that supports the candidate point of view. | Section II discusses the responsibility of school counselors in meeting *Standard A Foundations of School Counseling* but does not include literature to support candidate point of view. | Section II does not address the responsibility of school counselors in meeting *Standard A Foundations of School Counselin*g. |
| **Section III: Standard B Contextual Dimensions of School Counseling (2-3 pages)**  **KSGCP**: B 1-7  **InTASC**: 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs**: A.1.1, A.1.2 | Section III discusses the responsibility of school counselors in meeting *Standard B Contextual Dimensions of School Counseling* citing specific indicators and literature that supports the candidate point of view. | Section III discusses the responsibility of school counselors in meeting *Standard B Contextual Dimensions of School Counseling* citing literature that supports the candidate point of view. | Section III discusses the responsibility of school counselors in meeting *Standard B Contextual Dimensions of School Counseling* but does not include literature to support candidate point of view. | Section III does not address the responsibility of school counselors in meeting *Standard B Contextual Dimensions of School Counseling.* |
| **Section IV: Standard C Knowledge and Skill Requirements for School Counselors 1. Program Development, Implementation, and Evaluation Statement (2-3 pages)**  **KSGCP**: C.1 a-g  **InTASC**: 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs**: A.1.1, A.1.2 | Section IV discusses the responsibility of school counselors in meeting *Standard C Knowledge and Skill Requirements for School Counselors 1. Program Development, Implementation, and Evaluation* citing specific indicators and literature that supports the candidate point of view. | Section IV discusses the responsibility of school counselors in meeting *Standard C Knowledge and Skill Requirements for School Counselors 1. Program Development, Implementation, and Evaluations* citing literature that supports the candidate point of view. | Section IV discusses the responsibility of school counselors in meeting *Standard C Knowledge and Skill Requirements for School Counselors 1. Program Development, Implementation, and Evaluation* but does not include literature to support candidate point of view. | Section IV does not address the responsibility of school counselors in meeting *Standard C Knowledge and Skill Requirements for School Counselors 1. Program Development, Implementation, and Evaluation.* |
| **Section V: Standard C Knowledge and Skill Requirements for School Counselors 2. Counseling and Guidance (2-3 pages)**  **KSGCP**: C.2 a-h  **InTASC**: 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs**: A.1.1, A.1.2 | Section V discusses the responsibility of school counselors in meeting *Standard C* *Knowledge and Skill Requirements for School Counselors 2. Counseling and Guidance* citing specific indicators and literature that supports the candidate point of view. | Section V discusses the responsibility of school counselors in meeting *Standard C Knowledge and Skill Requirements for School Counselors 2. Counseling and Guidance* citing literature that supports the candidate point of view. | Section V discusses the responsibility of school counselors in meeting *Standard C Knowledge and Skill Requirements for School Counselors 2. Counseling and Guidance* but does not include literature to support candidate point of view. | Section V does not address the responsibility of school counselors in meeting *Standard C Knowledge and Skill Requirements for School Counselors 2. Counseling and Guidance.* |
| **Section VI: Standard C Knowledge and Skill Requirements for School Counselors 3. Consultation**  **(2-3 pages)**  **KSGCP**: C.3 a-d  **InTASC**: 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs**: A.1.1, A.1.2 | Section VI discusses the responsibility of school counselors in meeting *Standard C* *Knowledge and Skill Requirements for School Counselors 3. Consultation* citing specific indicators and literature that supports the candidate point of view. | Section VI discusses the responsibility of school counselors in meeting *Standard C Knowledge and Skill Requirements for School Counselors 3. Consultation* citing literature that supports the candidate point of view. | Section VI discusses the responsibility of school counselors in meeting *Standard C Knowledge and Skill Requirements for School Counselors 3. Consultation* but does not include literature to support candidate point of view. | Section VI does not address the responsibility of school counselors in meeting *Standard C Knowledge and Skill Requirements for School Counselors 3. Consultation.* |
| **Section VII: Program Objectives and Curriculum 1. Professional Identity (2-3 pages)**  **KGCPOC**: 1 a-h  **InTASC**: 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs**: A.1.1, A.1.2 | Section VII discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 1. Professional Identity* citing specific indicators and literature that supports the candidate point of view. | Section VII discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 1. Professional Identity* citing literature that supports the candidate point of view. | Section VII discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 1. Professional Identity* but does not include literature to support candidate point of view. | Section VII does not address the responsibility of school counselors in meeting *Program Objectives and Curriculum 1. Professional Identity* |
| **Section VIII: Program Objectives and Curriculum 2. Social and Cultural Diversity (2-3 pages)**  **KGCPOC**: 2 a-f  **InTASC**: 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs**: A.1.1, A.1.2 | Section VIII discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 2. Social and Cultural Diversity* citing specific indicators and literature that supports the candidate point of view. | Section VIII discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 2. Social and Cultural Diversity* citing literature that supports the candidate point of view. | Section VIII discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 2. Social and Cultural Diversity* but does not include literature to support candidate point of view. | Section VIII does not address the responsibility of school counselors in meeting *Program Objectives and Curriculum 2. Social and Cultural Diversity.* |
| **Section IX: Program Objectives and Curriculum 3. Human Growth and Development (2-3 pages)**  **KGCPOC**: 3 a-e  **InTASC**: 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs**: A.1.1, A.1.2 | Section IX discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 3. Human Growth and Development* citing specific indicators and literature that supports the candidate point of view. | Section IX discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 3. Human Growth and Development* citing literature that supports the candidate point of view. | Section IX discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 3. Human Growth and Development* but does not include literature to support candidate point of view. | Section IX does not address the responsibility of school counselors in meeting *Program Objectives and Curriculum 3. Human Growth and Development.* |
| **Section X: Program Objectives and Curriculum 4. Career Development**  **(2-3 pages)**  **KGCPOC**: 4 a-i  **InTASC**: 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs**: A.1.1, A.1.2 | Section X discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 4. Career Development* citing specific indicators and literature that supports the candidate point of view. | Section X discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 4. Career Development* citing literature that supports the candidate point of view. | Section X discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 4. Career Development* but does not include literature to support candidate point of view. | Section X does not address the responsibility of school counselors in meeting *Program Objectives and Curriculum 4. Career Development.* |
| **Section XI: Program Objectives and Curriculum 5. Helping Relationships**  **(2-3 pages)**  **KGCPOC**: 5 a-g  **InTASC**: 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs**: A.1.1, A.1.2 | Section XI discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 5. Helping Relationships* citing specific indicators and literature that supports the candidate point of view. | Section XI discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 5. Helping Relationships* citing literature that supports the candidate point of view. | Section XI discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 5. Helping Relationships* but does not include literature to support candidate point of view. | Section XI does not address the responsibility of school counselors in meeting *Program Objectives and Curriculum 5. Helping Relationships.* |
| **Section XII: Program Objectives and Curriculum 6. Group Work**  **(2-3 pages)**  **KGCPOC**: 6 a-g  **InTASC**: 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs**: A.1.1, A.1.2 | Section XII discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 6. Group Work* citing specific indicators and literature that supports the candidate point of view. | Section XII discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 6. Group Work* citing literature that supports the candidate point of view. | Section XII discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 6. Group Work* but does not include literature to support candidate point of view. | Section XII does not address the responsibility of school counselors in meeting *Program Objectives and Curriculum 6. Group Work.* |
| **Section XIII: Program Objectives and Curriculum 7. Assessment**  **(2-3 pages)**  **KGCPOC**: 7 a-i  **InTASC**: 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs**: A.1.1, A.1.2 | Section XIII discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 7. Assessment* citing specific indicators and literature that supports the candidate point of view. | Section XIII discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 7. Assessment* citing literature that supports the candidate point of view. | Section XIII discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 7. Assessment* but does not include literature to support candidate point of view. | Section XIII does not address the responsibility of school counselors in meeting *Program Objectives and Curriculum 7. Assessment.* |
| **Section XIV: Program Objectives and Curriculum 8. Research and Program Evaluations**  **(2-3 pages)**  **KGCPOC**: 8 a-f  **InTASC**: 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs**: A.1.1, A.1.2 | Section XIV discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 8. Research and Program Evaluation* citing specific indicators and literature that supports the candidate point of view. | Section XIV discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 8. Research and Program Evaluation* citing literature that supports the candidate point of view. | Section XIV discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 8. Research and Program Evaluation* but does not include literature to support candidate point of view. | Section XIV does not address the responsibility of school counselors in meeting *Program Objectives and Curriculum 8. Research and Program Evaluation.* |
| **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. |
| **APA Style** | Citations and Reference Page adhere to most recent APA Publication Manual. | Citations and Reference Page adhere to APA Publication Manual. | Citations and Reference Page adhere to MLA or other publication standards. | Citations and Reference Page are incorrect. |
| **Sources** | All sources are current, published within the last ten years | Most sources are current, published within the last ten years | Some sources are current, published within the last ten years | Few sources are current, published within the last ten years |
| **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. |