



School of Education
260-481-6441

Program Guide & Unit Assessment System (UAS)

M.S.Ed. Program

In

**Marriage &
Family Therapy
Counseling**

And

**School
Counseling**

A SCIENTIST-PRACTITIONER MODEL

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IPFW COUNSELOR EDUCATION PROGRAM

The counselor education program began in 1979 as a school counselor licensing program approved by the Indiana Department of Education. In 1987 the Indiana University Board of Trustees enlarged this mission by approving a master's degree in counseling for IPFW. The current program features two specialty areas: agency/marriage & family therapy counseling and school counseling.

The counselor education program adheres to the scientist-practitioner model of training. Consistent with this approach is the goal of graduating students who have a knowledge of counseling, who are competent in providing professional services, and who have the skills necessary to conduct research. Especially important to the program faculty is the commitment to mental "health" (vs. pathology), the value attached to understanding the common developmental themes occurring throughout a person's life, and an orientation that recognizes individuals embedded interactionally within multiple systems. The diversity characterizing the faculty's theoretical orientation is an advantage to the program, providing students with a variety of theoretical models as well as different applied settings for gaining training experience.

School Counseling master's graduates may apply for the "Initial Practitioner License" immediately upon graduation. After a two-year internship period at their first job involving mentoring by a licensed school counselor and a portfolio review of their first two years, they will receive a renewable "proficient practitioner license" good for five years.

Agency/Marriage & Family Therapy master's graduates will have met all graduate-level pre-master's requirements for the Indiana Marriage & Family Therapist license. They may apply for this license after having met all post-graduate requirements.

PROGRAM OBJECTIVES

The Counselor Education program subscribes to the concept of the broader possible education for those obtaining a master's degree in either Agency/MFT or School Counseling. Expectations at the graduate level are demanding and include three hours of work outside of scheduled class time for every semester hour. Program objectives and curricula are designed to meet the standards put forth by CACREP, IHPB, IPSB, AAMFT/COA, NBCC., NCATE., and ASCA. Therefore, program objectives are the same for both cognate areas and are as follows:

1. Students will be educated to a wide range of theoretical perspectives with an appreciation for the student's own world view and the moral, cultural, societal, political, and economic world view of others.
2. Students will be educated to view human issues from cognitive, affective, behavioral, and contextual perspectives and pedagogies.
3. Students will be educated to view human issues from a multicultural perspective.
4. Students will attain expertise in individual, group, and systemic interventions. They will integrate this expertise in field and clinical experiences that reflect the diversity of others.
5. Students will be educated to a life-span developmental model for viewing human behavior, including career development and the role of work in human development.
6. Students will be educated to the appropriate selection and implementation of preventive/educational interventions.
7. Students will be educated to a variety of appraisal methods within different contexts and for the attainment of appropriate goals.
8. Students will be educated to be expert consumers of counseling research and practice critical reflection in all of their counselor-related endeavors.
9. Students will be encouraged to develop a strong identity with the counseling profession, including an understanding of its history and philosophy, and identification with professional organizations such as the American School Counseling Association and the American Association of Marriage & Family Therapy. They will be encouraged to become leaders in their professions and communities.
10. Students will be educated to the ethical and legal parameters of the counseling profession.
11. Students will be encouraged to view professional development as a career-long process to include continuing education and involvement with professional renewal beyond the attainment of the master's degree and develop ongoing intellectual, emotional, and personal growth.
12. Students will attain the knowledge and skills necessary to be successful entry-level counselors at their specific employment setting.

IPFW SCHOOL OF EDUCATION MISSION STATEMENT

(adopted January 10, 1996)

To prepare professionals in teaching, counseling, and leadership who demonstrate the capacity and willingness to continuously improve schools and related entities so that they become more effective with their clients by:

- Becoming more caring, humane, and functional citizens in a global, multicultural, democratic society;
- Improving the human condition by creating positive learning environments;
- Becoming change agents by demonstrating reflective professional practice;
- Solving client problems through clear, creative analyses;
- Assessing client performance and creating and executing effective teaching, counseling, and educational leadership by utilizing a variety of methodologies reflecting current related research;
- Utilizing interdisciplinary scholarship, demonstrating technological and critical literacy, and effectively communicating with all stakeholders.

**IPFW SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:
A LEARNING AND LEADERSHIP MODEL**

We in the School of Education are committed to the following conceptual framework for our program:

1. Democracy and Community

Effective educators, such as teachers, counselors, and administrators need to be part of a dynamic educational community as a model for the climate of community they hope to create. To do this, these educators need an understanding of the moral, cultural, social, political, and economic foundations of our society. **Consequently, the SOE should foster a democratic, just, inclusive learning community among its students, faculty, and staff, and with all other stakeholders in the educational enterprise.**

2. Habits of Mind

Effective educators realize that knowledge alone is not sufficient. They practice critical reflection in all endeavors. Within the context of a compassionate, caring community, educators foster habits of mind necessary to engage learners, such as investigating, inquiring, challenging, critiquing, questioning, and evaluating. **Consequently, the SOE must integrate critical habits of mind in all aspects of the teaching/learning process.**

3. Pedagogy

Effective educators need to understand multiple approaches to pedagogy as well as the multiple roles of the teacher, such as facilitator, guide, role model, scholar, and motivator. Educators appreciate and are receptive to the diverse perspectives, modes of understanding, and social circumstances that they and their students bring to the educational setting. **Consequently, the SOE needs to prepare educators to understand and use pedagogy creatively and thereby ensure active learning, conceptual understanding, and meaningful growth.**

4. Knowledge

Effective educators need to be well-grounded in the content which they expect to teach. Educators need to understand how knowledge is constructed, how the processes of inquiry are applied, how domains of knowledge are established, how disciplines can be integrated and most effectively communicated to their students. Educators also need understanding of themselves, of communities in which they intend to teach and of students. **Consequently, the SOE should immerse educators in nurturing learning communities that deepen knowledge, and encourage on-going intellectual, emotional, and personal growth.**

5. Experience

Effective educators learn their craft through experiences in actual educational settings. Through on-site campus activities and field-based experiences, students will observe and emulate exemplary teaching and learning. These educators will practice, collaborate, and interact with practitioners and their students. **Consequently, the SOE must integrate field and/or clinical experiences that reflect the diversity of educators, students, and schools into all aspects of the curriculum, and help educators to assess and reflect on those experiences.**

6. Leadership

Effective educators are leaders. They have developed educational and social visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and inspire students to do likewise. Educators are enriched by the convergence of knowledge, theory and practice as they optimistically face the educational challenges of the twenty-first century. **Consequently, the SOE must provide opportunities for educators to develop as leaders in their profession and in their communities.**

* “Educator” is broadly defined as pre-service teachers, administrators, and counselors.

**MISSION STATEMENT FOR THE
INDIANA UNIVERSITY-PURDUE UNIVERSITY
SCHOOL COUNSELING PROGRAM**

The mission of the IPFW school counseling program is to prepare professional school counselors who are educational leaders and self-reflective practitioners. They will utilize a systemic orientation to serve the needs of teachers, students, parents, and administrators. School counselors will provide advocacy for all children and accept responsibility for improving educational practices through an active program of research and evaluation. School counselors will collaborate with schools, homes, and community agencies in order to support the academic achievement, career success, and personal social development of all students regardless of ethnicity, gender, or economic status.

SCHOOL COUNSELING CURRICULUM CHECK SHEET
Revised 4/04



Student Name _____ ID# _____

1st Year	Grade	Semester
<u>FALL</u>		
EDUC G590 Research in Counseling and Guidance	3 _____	_____
EDUC G503 Counseling Theories and Techniques I: Humanistic and Existential	3 _____	_____
<u>SPRING</u>		
EDUC G504 Counseling Theories and Techniques II: Behavior and Family Systems	3 _____	_____
EDUC G505 Individual Appraisal: Principles and Procedures**	3 _____	_____
<u>SUMMER I</u>		
EDUC G552 Career Counseling: Theory and Practice	3 _____	_____
<u>SUMMER II</u>		
EDUC G502 Professional Orientation and Ethics	3 _____	_____
2nd Year		
<u>FALL</u>		
EDUC G524* Practicum in Counseling	3 _____	_____
EDUC G562 School Counseling: Intervention, Consultation, and Program Development	3 _____	_____
<u>SPRING</u>		
EDUC P515 or P516 Child Development or Adolescent Development	3 _____	_____
EDUC G525* Advanced Counseling Practicum	3 _____	_____
<u>SUMMER I</u>		
EDUC P514 Life Span Development: Birth/Death**	3 _____	_____
<u>SUMMER II</u>		
EDUC G575 Multicultural Counseling	3 _____	_____
3rd Year		
<u>FALL</u>		
EDUC G532 Introduction to Group Counseling	3 _____	_____
EDUC G550# Internship in Counseling and Guidance	3 _____	_____
<u>SPRING</u>		
EDUC G551# Advanced Internship in Counseling	3 _____	_____
EDUC K505 Introduction to Special Education for Graduate Students	3 _____	_____
<u>SUMMER I</u>		
EDUC G570 Human Sexuality	3 _____	_____
<i>Comprehensive Exam/Final Portfolio Evaluation</i>		

- * Students must acquire student liability insurance from ASCA prior to any practica (G524 or G525).
- # The internship requirement for all students regardless of their prior teaching credentials is 600 clock hours over one academic school year in all three developmental levels (HS, MS, Elem). Of those hours, 240 hours must be spent working directly with children in the role of school counselor.
- ** Portfolio Checkpoints
 1. Students are accepted to the M.S. in Counseling only for classes beginning Fall semester.
 2. All applications must be received by May 1.
 3. A condition of acceptance is adherence to the above schedule.
 4. A passing score on the comprehensive exam and a portfolio evaluation are required for degree completion.
 5. Licenses may be applied for upon completion of the degree.
 6. 51 semester credits constitute the degree minimum credits.
 7. *Prerequisites:* EDUC G503 and EDUC G504 before G524 and G525;
EDUC G524 before G525;
EDUC G524 and G525 before G550
 8. An annual review of student progress is administered each year at the end of the spring semester.

INTEGRATION OF CURRICULUM AND STANDARDS

* Not combined tracks

	P550/ P501	G502	G503	G504	G505	P515/ P516*	G524	G525	G532	G550	G551	G552 *	G562 *	G563 *	G567 *	G570	G575	P514	G590	G590 MFT *
SOE Concept																				
Democracy & Comm		X								X	X			X						
Habits of Mind		X					X	X		X	X							X		
Pedagogy			X	X	X								X	X						X
Knowledge													X	X				X	X	X
Experience							X	X		X	X									
Leadership			X	X			X	X	X	X	X	X			X	X				
CACREP & NBCC																				
Prof Identity		X		X									X	X						
Soc & Cult Diversity																	X			
Hum Grwth & Develop						X												X		
Career Dev												X								
Helping Relations			X	X					X						X					
Group Work									X											
Assessment					X															
Research & Prog Eval																			X	X
IHPB																				
Collab With Other Discip		X											X	X						
Theo Found of MFT				X																

	P550/ P501	G502	G503	G504	G505	P515/ P516*	G524	G525	G532	G550	G551	G552 *	G562 *	G563 *	G567 *	G570	G575	P514	G590	G590 MFT *
Legal & Ethical		X								X	X									
Issues of Ethnicity										X	X						X			
Individual Develop						X				X	X							X		
Therapy Techniques			X	X					X	X	X				X					
Models of MFT				X						X	X									
Appraisal & Assessment					X					X	X									
Behavioral Research										X	X								X	X
Sexuality										X	X					X	X			
COAMFTE																				
300.00, 300.02		X											X	X						
310.02, 310.03, 310.04, 320.03				X																
340.02, 340.03, 340.04, 340.05		X																		
300.001, 320.07																	X			
330.02, 330.03						X												X		
320.03				X																
360.02									X											

	P550/ P501	G502	G503	G504	G505	P516*	G524	G525	G532	G550	G551	G552 *	G562 *	G563 *	G567 *	G570	G575	P514	G590	G590 MFT *
320.0					X															
350.02, 350.03, 350.04																			X	X
320.02, 320.05														X						
330.05																X	X			
IPSB Standards																				
1			X	X		X	X	X		X	X							X	X	
2		X					X	X		X	X		X	X				X		
3		X	X	X			X	X		X	X	X	X	X				X		
4			X	X	X					X	X	X	X						X	X
5			X	X			X	X	X	X	X	X	X		X					
6		X								X	X									
7		X								X	X							X		
8		X	X			X				X	X	X	X	X				X	X	
9		X	X	X			X	X		X	X		X					X		
10										X	X	X	X					X		
Portfolio Evaluation		X	X		X		X	X	X	X	X	X	X		X				X	X
Comp Exam	X	X	X	X	X	X			X			X		X	X	X	X	X	X	

LICENSURE FOR SCHOOL COUNSELORS

State Contact: Professional Standards Board
251 E Ohio St Suite 201
Indianapolis IN 46204
(317) 232-9010

The internship requirement for all students regardless of their prior teaching credentials is 600 clock hours over one academic school year in all three developmental levels (HS, MS, Elem). Of those hours, 240 hours must be spent working directly with children in the role of school counselor. The distribution of the developmental levels can be established in any way you and your site choose. For example, you can balance all three equally or spend the majority of your time at one site and a few days or weeks at two others. The supervisor must be a licensed school counselor for at least two years and meet on a weekly basis with you for one and one-half hours.

Past licensure in Indiana allowed a new graduate to complete an application and receive their Standard License renewable every five years (Rules 46-47). Professionalizing a license was possible after one and one-half years of full-time employment and was renewable every ten years. The new licensure process (Rules 2000) will provide a school counseling graduate with an interim license that allows them to work as a school counselor for two years while maintaining a portfolio and being mentored by another school counselor at their new job site. The mentor will make a recommendation for licensure to the state and a five year renewable license will be issued.

IPSB STANDARDS AND IPFW COURSES

<u>IPSB STANDARDS FOR SCHOOL SERVICES PROFESSIONALS</u>	<u>IPFW COURSES</u>
Standard 1	EDUC P514; EDUC P515/P516; EDUC G575; EDUC G550; EDUC G551; EDUC G524; EDUC G525; EDUC G503; EDUC G504
Standard 2	EDUC G562; EDUC G550; EDUC G551; EDUC G575; EDUC G524; EDUC G525
Standard 3	EDUC G524; EDUC G525; EDUC G550; EDUC G551; EDUC G503; EDUC G504; EDUC G502; EDUC G552; EDUC G562; EDUC G575
Standard 4	EDUC G505; EDUC G550; EDUC G551; EDUC G590; EDUC G562; EDUC G503; EDUC G504
Standard 5	EDUC G503; EDUC G550; EDUC G551; EDUC G575; EDUC G504; EDUC G532; EDUC G562; EDUC G524; EDUC G525
Standard 6	EDUC G550; EDUC G551; EDUC G502
Standard 7	EDUC G502; EDUC G550; EDUC G551; EDUC G575
<u>IPSB STANDARDS FOR SCHOOL COUNSELING PROFESSIONALS</u>	<u>IPFW COURSES</u>
Standard 1	EDUC G502; EDUC G552; EDUC G503; EDUC G550; EDUC G551; EDUC G575; EDUC P514; EDUC P516; EDUC G562
Standard 2	EDUC G502; EDUC G504; EDUC G550; EDUC G551; EDUC G524; EDUC G525; EDUC G562; EDUC G575; EDUC G503
Standard 3	EDUC G575; EDUC G562; EDUC G550; EDUC G551; EDUC G532

**STANDARDS FOR
SCHOOL SERVICES
AND
SCHOOL COUNSELING
PROFESSIONALS**

**STANDARDS FOR SCHOOL SERVICES PROFESSIONALS
LICENSING RULES 2002**

The Standards for School Services Professionals are designed to serve as a core set of standards for all school services providers. These standards are not designed to serve as profession-specific standards in any school services area.

Standard #1: Students and the Learning Process.

School Services Professionals promote the success of all students by facilitating the academic, emotional, social, and physical development of the student and the quality and effectiveness of the learning environment.

Performances

School Counseling Professionals facilitate, engage in, and demonstrate a variety of prevention, intervention, and educational activities by means of:

1. Using effective communication skills (oral and written) with other educators, parents, and other support and community social service agencies;
2. Collaboration with both internal and external publics;
3. Using effective instructional techniques with groups and individuals;
4. Protecting the rights and confidentiality of students, parents, and school personnel;
5. Recognizing a professional code of ethics which results in ethical decision making.

Knowledge

School Counseling Professionals have knowledge and understanding of:

1. Human growth and development and the impact of mental and physical disorders as related to students;
2. Student behavior and classroom management;
3. Student emotional, behavioral, and learning disabilities including biological bases of behavior;
4. Learning theory and instructional techniques;
5. Curriculum development and implementation in the schools;
6. The role of technology in promoting both student learning and professional growth;
7. Learning goals in a diverse and pluralistic society.

Dispositions

School Services Professionals believe in and are committed to:

1. The dignity and worth of all students;
2. The proposition that all students can learn;
3. Sensitivity to the needs of all students;
4. The acceptance of different learning and teaching styles;
5. The importance of the teacher and student relationship;
6. The understanding that societal forces and family issues influence learning.

Standard #2: Education and Learning Systems and Organizations.

School Counseling Professionals understand the breadth and scope of education systems and learning organizations. They are able to facilitate processes and engage in practices that promote lifelong development and learning.

Performances

School Counseling Professionals demonstrate the ability to:

1. Practice collaborative approaches to the development of strategies that will lead to improved education and learning systems and organizations;
2. Improve educational programs through decisions and actions based on assessment, data collection, and empirical evidence;
3. Affirm the dignity and worth of all students by engaging in practices that value the contributions of all;
4. Operate educational programs efficiently within the economic parameters established by school governance;
5. Communicate effectively with all stakeholders in an education environment;
6. Engage stakeholders in problem solving;
7. Practice positive interpersonal relations;
8. Promote the purpose of schooling and the goals of education and learning systems and organizations.

Knowledge

School Counseling Professionals have knowledge and understanding of:

1. The role and importance of schooling in a democratic society;
2. The implications of public support for school funding;
3. The establishment and maintenance of a safe and drug free environment in order to provide a positive school climate;
4. The impact of interest groups on educational systems and schools;
5. The structure, governance, and organizational principles of schools;
6. The use of technology to facilitate learning and school management.

Dispositions

School Services Professionals believe in and are committed to:

1. Equitable treatment for all individuals;
2. Continuous self-evaluation and professional improvement;
3. Broad-based collaboration and cooperation;
4. The practice of professional, ethical, and positive human relations, communication, and interpersonal skills.

Standard #3: Family and Community.

School Counseling Professionals work within the educational system to promote lifelong development and learning. They collaborate with families and work with community resources to respond to student needs.

Performances

School Counseling Professionals demonstrate the ability to:

1. Empower families to be involved in collaborative approaches to their children's development;
2. Advocate for and protect the rights of students and their families;
3. Maintain positive working relationships with community-based agencies;
4. Work collaboratively with other professionals and programs to benefit students;
5. Communicate issues of families to other school personnel.

Knowledge

School Counseling Professionals have knowledge and understanding of:

1. Family systems and how they impact student growth;
2. Rights of parents and students;
3. Availability of local and extended agencies, services, and resources;
4. How to identify and work with various community service providers;
5. Diverse cultures and cultural factors which influence student and family relationships with schools;
6. Evolving social and demographic issues.

Dispositions

School Services Professionals believe in and are committed to:

1. Sensitivity to and appreciation of issues of diversity;
2. Respect for the needs of individual students and families;
3. Sensitivity to the issues, needs, and workings of community agencies;
4. Using positive approaches when working with students and families to resolve problems and achieve solutions;
5. A proactive position toward programs which bring together families and community resources.

Standard #4: Assessment.

School Counseling Professionals understand formal and informal assessment techniques and the theory and research upon which administration, application, and interpretation of such techniques are based. A variety of assessment techniques are employed within the specific area of competence of the professional as appropriate for the given situation.

Performances

School Counseling Professionals demonstrate the ability to:

1. Develop an assessment plan designed to assess students within their area of competence;
2. Administer assessment instruments in an appropriate manner;
3. Interpret results of assessment in a manner understandable to diverse populations;

4. Apply results of assessment to curriculum, placement, and intervention decisions and plans.

Knowledge

School Counseling Professionals have knowledge and understanding of:

1. A variety of approaches to assessment and are firmly grounded in a theoretical orientation within which student problems may be conceptualized and assessed;
2. Standards for assessment as required for their specific area of competence;
3. Technical properties of assessment instruments including validity, reliability, test development, scoring scales, norms, and comparability of instruments within their area of competence;
4. Appropriate uses of assessment instruments, results, and interpretations based on knowledge from test materials, research, and standards for assessment;
5. Issues related to assessment of students from diverse cultural and linguistic backgrounds and individuals with disabilities;
6. Rights of individuals in assessment situations.

Dispositions

School Services Professionals believe in and are committed to:

1. Recognizing the limits of their area of competence and referring or seeking consultation when necessary;
2. Appreciating the limits of assessment instruments and the appropriate uses and interpretations of results obtained through assessment;
3. Valuing the need for multiple forms of assessment in evaluating students.

Standard #5: Intervention.

School Counseling Professionals understand intervention and prevention options available to address the needs of students and the theory and research upon which such interventions are based. Interventions are employed as appropriate within the professional's area of competence.

Performances

School Counseling Professionals demonstrate the ability to:

1. Develop and implement intervention strategies for individuals, groups, and systems;
2. Evaluate interventions before, during, and following implementation with individuals, groups, and systems;

Standards for School Services Professionals – Licensing Rules 2002 (continued)

3. Use appropriate interviewing and counseling skills;
4. Collaborate with other professionals to determine and address needs of individuals, groups, and systems;
5. Work effectively with parents and others to determine and address needs of students, families, and communities;
6. Determine and address the needs of individuals, groups, and systems in conflict and crisis situations;
7. Assist others in accessing school and community resources.

Knowledge

School Counseling Professionals have knowledge and understanding of:

1. A variety of theoretical approaches to intervention and have mastered at least one theoretical orientation within which student problems may be conceptualized and interventions may be developed and implemented;
2. Group processes, dynamics, and patterns of behavior and the theory and research related to individual interactions within groups;
3. Theory and research related to consultation service delivery, models, processes, and roles within the relationship;
4. The impact of crises on individuals, groups, and systems, as well as current best practice in developing, implementing, and evaluating crisis intervention plans;
5. The nature of conflict between individuals and groups and techniques to prevent and resolve conflict as related to the learning environment;
6. School and community resources which may be accessed or developed to provide assistance to students;
7. Procedures to determine needs of individuals, groups, and communities, and strategies to develop interventions based on needs;
8. Evaluation procedures for programs and interventions.

Dispositions

School Services Professionals believe in and are committed to:

1. Valuing and respecting all persons;
2. Exploring a range of prevention and intervention strategies designed to maintain the educational opportunities for all students;

3. Recognizing the limits of their expertise and referring or seeking consultation within the schools;
4. Respecting the role, knowledge, expertise, and contribution of other professionals within the schools.

Standard #6: Legal Issues.

School Counseling Professionals are aware of and have an understanding of local, state, and federal laws that affect schools and the educational process.

Performances

School Counseling Professionals:

1. Advocate for and promote the rights and privacy of children and families;
2. Demonstrate professionalism in working relationships with community agencies;
3. Engage in activities which allow for collaboration with other staff and agencies to benefit students;
4. Maintain accurate and appropriate documentation for procedural accuracy.

Knowledge

School Counseling Professionals have knowledge and understanding of:

1. State laws and administrative rules that impact students and schools;
2. Federal laws and regulations that impact students and schools;
3. The Family Educational Rights and Privacy Act;
4. Civil and criminal liability laws as related to students and schools.

Dispositions

School Services Professionals believe in and are committed to:

1. Protecting the legal rights of students through enforcing state statutes related to child abuse;
2. Protecting the privacy rights of students and families through adherence to the Federal Education and Privacy Act;
3. Recognition of personal limitations in interpreting education and public health laws.

Standard #7: Ethics and Professionalism.

School Counseling Professionals conduct themselves in an ethical and professional manner.

Performances

School Counseling Professionals demonstrate:

1. The ability to articulate ethical standards and beliefs;
2. The application of ethical principles to ethical dilemmas;
3. Continual professional growth through personal study, in-service training, and participation in professional associations.

Knowledge

School Counseling Professionals have knowledge and understanding of:

1. Ethical standards of their respective professions;
2. Laws and regulations regarding confidentiality and release of student information;
3. The strength and limitations of their training and experience;
4. Continuing education opportunities.

Dispositions

School Services Professionals believe in and are committed to:

1. The right of each student to be treated with respect and dignity;
2. The proposition that all students deserve the best service that can be offered;
3. The student's right of choice and responsibility for decisions;
4. Continuing personal and professional growth and development;
5. Exercising professional judgment and conviction even in the presence of personal and professional risk;
6. The professional practice in which they are competent.

**STANDARDS FOR SCHOOL COUNSELING PROFESSIONALS
LICENSING RULES 2002**

The Standards for School Counseling Professionals are an extension of the core standards for School Service Professionals. Individuals seeking licensure in School Counseling must meet both the core set of standards for School Services Professionals and the Standards for School Counseling Professionals. The Standards for School Counseling Professionals reflect the uniqueness of school counseling and the roles and functions of the school counselor.

Standard #1

School Counseling Professionals are leaders who promote educational success for all students by developing and managing school counseling programming related to academic, career, social, and emotional growth. School Counseling Professionals use facilitative, consultative, and collaborative leadership skills to provide a certainty of educational opportunities for all students.

Dispositions

School Counseling Professionals believe in and are committed to:

1. The proposition that all students can reach their potential;
2. The worth of students of all racial, ethnic, and cultural groups;
3. Advocacy for all students;
4. Professional identity, professional growth, and ethical practice;
5. The value of cooperation;
6. Their leadership role in systemic change;
7. The importance of data in decision-making;
8. Continuous school improvement;
9. A safe school environment.

Knowledge

School Counseling Professionals have knowledge and understanding of:

1. Change theory and educational reform;
2. School counseling as it relates to the total educational program;
3. Lifespan growth and development;
4. Ethnicity and culture and their relationship to the learning environment;
5. Self as a change agent within the school community;

Standards for School Counseling Professionals – Licensing Rules 2002 (continued)

6. Effective skills in leadership, program and resource management, and classroom management;
7. Facilitation, collaboration, and consultation;
8. The process of collection, analysis, and utilization of data in decision-making;
9. Current literature, research, and resources, such as laws, ethical standards, and position statements related to school counseling, continuous school improvement, and safe schools;
10. Effective and ethical use of technology and its implications in academic, career, and social development.

Performances

School Counseling Professionals demonstrate the ability to:

1. Develop, manage, and evaluate the school counseling program in the context of the community culture and the total educational program;
2. Promote positive relationships among the various cultural and ethnic groups in the school community;
3. Evaluate, select, and use appropriate technology;
4. Model and practice advocacy for all students;
5. Promote teaching, learning, and behavioral strategies that reach all students;
6. Analyze, interpret, and utilize data for decision-making;
7. Recognize the need for improvement, identify improvement strategies, and facilitate a change process;
8. Foster the application of developmentally appropriate policies, programs, and procedures;
9. Team and collaborate with other educators, community leaders, and parents for the good of students;
10. Establish and maintain a professional identity;
11. Continually improve their knowledge and skills;
12. Use current literature, research, and resources, such as laws, ethical standards, and position statements, to promote school counseling programming;
13. Convene and facilitate an advisory group;
14. Provide school counseling services which are appropriately balanced among leadership, student assistance services, and educational and career services.

Standard #2

School Counseling Professionals collaboratively design, coordinate, implement, and evaluate student assistance services.

Dispositions

School Counseling Professionals believe that:

1. Student assistance services must be provided in accordance with the highest ethical standards as defined by the profession;
2. Healthy physical, emotional, and social development support academic achievement;
3. Prevention, assessment, intervention, and referral are components of a comprehensive school counseling program;
4. School services professionals, working collaboratively, positively influence the wellness of students and the school environment;
5. Family, culture, and community impact the educational process and thus can be mobilized to improve achievement;
6. Mental health problems and at-risk behaviors, such as substance abuse, interfere with healthy physical, emotional, and social development as well as achievement;
7. Consideration of ethnic and cultural diversity is essential to student assistance.

Knowledge

School Counseling Professionals have knowledge and understanding of:

1. Ethical standards as defined by the profession;
2. Physical, emotional, and social development throughout the life span;
3. Current counseling theories and techniques and their appropriate application;
4. Current treatments available to address mental health problems and at-risk behaviors such as substance abuse;
5. Mental health and substance abuse conditions and their impact on the educational process;
6. The impact of family dynamics on development and achievement;
7. The dynamics of and appropriate interventions with various cultural and ethnic groups and with special populations in the school community;

8. Strategies for supporting the development and maintenance of a safe and positive climate within the school;
9. Theories and research related to the learning process.

Performances

School Counseling Professionals demonstrate the ability to:

1. Provide student assistance services in an ethical manner;
2. Provide services from a multicultural perspective;
3. Use current literature, research, and resources, such as laws, standards, and position statements, to provide student assistance services;
4. Implement prevention programming to support healthy physical, social, emotional, and academic development for all students;
5. Develop and implement a crisis management plan;
6. Coordinate student assistance services using a team approach and supervise the provision of those services;
7. Utilize systemic approaches to recruit family, school, cultural, and community support for student wellness and achievement;
8. Identify and intervene with individuals exhibiting at-risk behaviors, including people affected by alcohol and/or drug use;
9. Assess the physical, emotional, and social level of individuals and make and follow up on referrals as appropriate;
10. Implement individual and group counseling strategies;
11. Consult effectively with students, school staff, families, and others;
12. Maintain a current referral list of community resources and assist individuals and families to access those resources.

Standard #3

School Counseling Professionals collaboratively design, coordinate, implement, and evaluate education and career services.

Dispositions

School Counseling Professionals believe that:

1. The purpose of education includes preparing students for employment, developing responsible citizenship, and creating lifelong learners;
2. All students deserve assistance with academic, career, social, and emotional development;
3. Productive educational and career development occurs when students are supported by families, educators, and communities that have high expectations;
4. All students deserve knowledge of all educational and career options;
5. All careers and educational opportunities are valuable;
6. All students must receive educational content that will prepare them for a wide range of occupational choices;
7. All students need a balance of education and enriching activities such as community service, leisure, and the arts.

Knowledge

School Counseling Professionals have knowledge and understanding of:

1. The development, coordination, and evaluation of educational and career curricula, advisement, and mentoring services;
2. The involvement of all educators and of community members in the collaborative development and delivery of educational and career services;
3. Educational content and opportunities at all levels (pre-K through 16+);
4. Career opportunities, labor market trends, and global economics;
5. Multicultural and diversity issues in education and career development, such as individual and institutional racism, classism, and sexism;
6. Methods for helping all students recognize and utilize their personal career interests, aptitudes, and preferences;
7. Methods for helping all students develop educational and career goals and specific plans for reaching those goals;
8. Learning styles and learning strategies and their application to educational achievement;

9. Employability and academic success skills, such as personal management and team building;
10. The effective use of technology in educational and career services.

Performances

School Counseling Professionals demonstrate the ability to:

1. Involve all educators and community members in the collaborative development and delivery of educational and career services;
2. Develop, coordinate, and evaluate effective educational and career curricula;
3. Develop, coordinate, and evaluate advisement and mentoring services;
4. Analyze the strengths and needs of students from diverse populations and provide unbiased, developmentally appropriate career and educational services;
5. Insure educational opportunities at all developmental levels;
6. Help students and families understand career opportunities, labor market trends, and global economics;
7. Help students and families understand a variety of educational opportunities and how to prepare for them;
8. Increase student awareness of the relationship among personal interests, values, and talents and their application to educational and career choices;
9. Help students recognize and utilize their personal career interests, aptitudes, and preferences;
10. Help all students develop educational and career goals and specific plans for reaching those goals;
11. Assess learning styles and serve as a consultant in the application of teaching/learning strategies to enhance educational achievement;
12. Utilize technology in the effective delivery of educational and career services;
13. Discern and teach employability skills at all level;.
14. Develop, coordinate, implement, and evaluate educational and career services in an ethical manner as defined by the profession.

**INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE
COUNSELOR EDUCATION PROGRAM ASSESSMENT PLAN TIME LINE**

Admission Application Deadline: May 1
Group Interview: Second Saturday in May
Program Orientation: EDUC G503

FALL

1. Formal SOE course evaluations completed by students.
2. Prerequisite prepractica course G503 must have a grade of “B” or higher.
3. Prerequisite prepractica course G524 must have a grade of “B” or higher.
4. Review of clinical tapes G524.
5. Post-Graduate Surveys to two year post-graduates.
6. Formal internship evaluation of third-year students by University and Site Supervisors in G550.
7. Post-Graduate employer survey.

SPRING

1. Formal SOE course evaluations completed by students.
2. Prerequisite prepractica course G504 must have a grade of “B” or higher.
3. Prerequisite prepractica course G525 must have a grade of “B” or higher.
4. Review of clinical tapes G525.
5. First-year students Portfolio Checkpoint: G505*.
6. Annual review of first, second, and third year students (April 1).
7. Faculty feedback to students (May 1).
8. Formal internship evaluation of third-year students by University and Site Supervisors in G551.
9. Employer Survey of C.E. Program Graduates.
10. Systematically review UAS data.

SUMMER I

1. Formal SOE course evaluations completed by students.
2. Prerequisite prepractica course G525 must have a grade of “B” or higher (MFT only).
3. Review of clinical tapes G525 (MFT only).
4. Second-year students Portfolio Checkpoint: P575*.
5. Third-year students Portfolio Final Evaluation: G570* (Transcript EDUA 599)**.
6. Third-year students Comprehensive Exam (Transcript EDUA 598)**.

* Portfolios will be reviewed by the student’s advisor.

** Cheryl Wolever notification required.

**INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE
COUNSELOR EDUCATION PROGRAM POST-GRADUATE SURVEY**

The IPFW Counseling Program relies upon the feedback of those it serves and has served. We are asking you, as a graduate of our program, to take a few moments to complete this survey and return **ONLY THE ANSWER FORM** in the self-addressed stamped envelope. Please use the "PAR SCORE TEST FORM" provided and a #2 pencil to complete your responses. Note that your name is optional. Thank you for assisting us in our growth and development in the training of counselors and therapists. DO NOT FOLD THE PAR SCORE TEST FORM!

Name (optional)

Survey Date (on "date" line)

1. Degree Obtained in the IPFW Counselor Education Program (Circle One):

A. School or B. MFT

2. Are You Still Working in Your Master's Degree Area?

A. Yes or B. No

3. Approximate Annual Income:
A. _____ Less than \$20,000
B. _____ More than \$20,000 but less than \$30,000
C. _____ More than \$30,000 but less than \$40,000
D. _____ More than \$40,000 but less than \$50,000
E. _____ More than \$50,000

4. Have You Obtained Any Other Degrees Since Your Counseling Master's at IPFW?

A. Yes or B. No

5. If "Yes", what degree did you obtain?
A. _____ MSW
B. _____ MHC
C. _____ Ph.D.
D. _____ Other social service degree
E. _____ Other degree

6. Are You Licensed in Your Degree Area?

A. Yes or B. No

7. To What Degree Did the Counselor Education Program Prepare You for Your Current Job?
A. _____ 0 - 25%
B. _____ 26% - 50%
C. _____ 51% - 75%
D. _____ More than 75%

8. Your graduation year? _____

How Could You Have Been Better Prepared By Our Program For Your Career?
(Please include your answer on a separate sheet)

COUNSELOR EDUCATION PROGRAM POST-GRADUATE EMPLOYER SURVEY

Poor		Good		Excellent
1	2	3	4	5

1. The training and preparation of IPFW counselors.
2. The competence of IPFW counseling graduates at their jobs.
3. IPFW counselors' professionalism.
4. The possibility of your site hiring another IPFW counseling program graduate.
5. The possibility of your site accepting an IPFW counseling intern.
6. What would you suggest the IPFW Counselor Education program do to improve their counselor preparation and training?
7. Please list any professional development workshops or courses you would like to see offered by the IPFW Counselor Education program.
8. Comments:

**INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE
COUNSELOR EDUCATION
Internship Evaluation***

Date:

Name of Student:

Name of Rater:

Site:

Please rate this individual on the appropriate items:

		Needs Improvement		Good		Area of Strength	NA or No Observation
1.	Was punctual and conscientious in attendance	1	2	3	4	5	N
2.	Showed enthusiasm for learning about the site	1	2	3	4	5	N
3.	Was skillful and courteous in relating to population served	1	2	3	4	5	N
4.	Demonstrated ethical behavior	1	2	3	4	5	N
5.	Was responsive to feedback from staff and peers	1	2	3	4	5	N
6.	Was sensitive to site structure and policies	1	2	3	4	5	N
7.	Showed an appropriate degree of independence	1	2	3	4	5	N
8.	Carried out responsibilities	1	2	3	4	5	N
9.	Took initiative	1	2	3	4	5	N
Demonstrated skill in the following:							
10.	Counseling individuals	1	2	3	4	5	N
11.	Group counseling	1	2	3	4	5	N
12.	Counseling with couples/families	1	2	3	4	5	N
13.	Teaching/training/guidance presentations	1	2	3	4	5	N
14.	Management/administration	1	2	3	4	5	N
15.	Testing/assessment	1	2	3	4	5	N
16.	Consultation--on and off site	1	2	3	4	5	N
17.	Program development and delivery	1	2	3	4	5	N
18.	Research/evaluation	1	2	3	4	5	N
19.	Other (specify)	1	2	3	4	5	N
20.	Other (specify)	1	2	3	4	5	N

* To be completed one week prior to each semester's end, then forwarded to university instructor.

(over)

Please describe this student's most prominent professional and personal strengths:

Please describe any need for growth and improvement. If possible, describe progress made to date and recommendations for the future listed in order of priority:

Additional comments:

Signature of Site Supervisor:

Signature of Student:

PORTFOLIO REVIEW

Students are expected to maintain a portfolio of work produced as part of their graduate program. The portfolio will contain the mandatory items listed below and student-produced papers, selected course projects, handouts, or any variety of materials the student may choose. Selections should represent their best work. Portfolios will be employed by faculty to assess student growth and learning and could be used by students to illustrate their competencies to future employees. *Confidentiality of clients must be maintained in all instances.*

At a minimum, portfolios should contain:

1. Final ethics paper from G502.
2. SBFT application paper from G503.
3. Testing Protocol from G505.
4. One completed career plan report from G552.
5. The research proposal from G590.
6. A psychosocial from either G524 or G525. **All identifying information must be blacked out!**
7. Peer supervision feedback forms stapled in chronological order from G524 and G525.
8. G562 Needs Assessment.
9. The final paper from G567.
10. Any paper from G590 (MFT).
11. The group proposal from G532.
12. The site supervisor's evaluation from G550 and G551.
13. Three items from three separate courses not already required, selected as examples of your best work.
14. A reflection paper that reviews portfolio evidence of student growth, learning, and alignment with appropriate state standards **for each item**.
15. A reflection paper completed at the end of the program that reviews your experience in the counselor education program (Appendix Y).
16. Any paper from G575.
17. A reflection paper completed in G503 and G551 reviewing the conceptual framework.
18. Technology self-assessment with evidence and a reflection paper for each entry.

Portfolios are not graded, but they are expected to be complete and of the quality necessary to aid the student in gaining employment or admission to doctoral study (Appendix M). First- and second-year students will submit portfolios at two checkpoints: G505 and P514 respectively. Third-year students will submit their portfolios for final review in G570.

A three-ringed binder with pockets should be purchased to contain and display components of the portfolio. The contents of the portfolio notebook should be organized as follows in this order:

1. Cover page on the outside of the notebook with student name, program (MFT or School), advisor name, and the word "portfolio."
2. Table of contents for entire portfolio. Include tabs in notebook for every contents entry.
3. State standards for respective program area: MFT = IHPB (Appendix J₃), School = IPSB (Appendix L).
4. Portfolio items from courses. Each item should be followed by a one-page reaction of the item and must include:
 - a. a brief description of the item;
 - b. analysis of what you learned; and
 - c. how the evidence demonstrates competence in meeting one of the state standards.
5. A copy of Faculty Portfolio Reviews (Appendix M) in the notebook pocket.

IPFW COUNSELOR EDUCATION PROGRAM PORTFOLIO REVIEW AND EVALUATION

Student Name _____ Portfolios were collected in _____

Year in Program (select one) 1st _____ 2nd _____ 3rd _____ Date of Portfolio collection _____

Student Advisor _____

Evaluation Status:

_____ / 107 pts. Accept (Portfolio is of good quality and complete)
_____ / 90-106 pts. Revise & Resubmit (Portfolio is of good quality and/or incomplete)
_____ / < 90 pts. Reject (Portfolio is of poor quality)

Checklist

1. Portfolio is in a 3-ring pocket binder _____ (1 pt.)
2. Past Faculty Portfolio Reviews (Appendix M) in notebook pocket _____ (1 pt.)
3. Cover page is on the outside of the notebook _____ (1 pt.)
4. Cover page: Student Name, MFT or School, Advisor Name, "Portfolio" _____ (1 pt.)
5. Table of Contents _____ (1 pt.)
6. Notebook Tabs to match Table of Contents Entries _____ (1 pt.)
7. List of State Standards appropriate for student's degree area (IPSB–Appendix L or IHPB–Appendix J₃) _____ (5 pts.)
8. Required portfolio items from specified courses with a reflection page for each showing student growth and learning. Reflection page will contain (1) a brief description of the item, (2) analysis of what the student learned, and (3) how the evidence demonstrates competence in meeting the appropriate state standard. (Items 2 pts. each, Reflections 2 pts. each)

G502 Final Ethics Paper _____ Reflection page _____
G503 SFBT Application Paper _____ Reflection page _____
G505 Testing Protocol _____ Reflection page _____
G552 Career Plan _____ (School Only) Reflection page _____
G590 Research Proposal _____ Reflection page _____
G524/525 Psychosocial _____ Reflection page _____
G524/525 Peer Supervision Forms _____ Reflection page _____
G562 Needs Assessment _____ (School Only) Reflection page _____
G567 Final Paper _____ (MFT Only) Reflection page _____
G575 Any paper _____ Reflection page _____
G590MFT Any Paper _____ (MFT Only) Reflection page _____
G532 Group Proposal _____ Reflection page _____
G550/G551 Site Supervisor Evaluations _____ Reflection page _____
9. Three additional items from three separate courses not listed here that represent a state standard not met by required portfolio items. Items can be from required courses and must include a reflection page for each. (Items 2 pts. each, Reflections 2 pts. each)
10. A reflection paper that reviews your experience in the counselor education program (Appendix S). (10 pts.)
11. A reflection paper completed in G503 and G551 reviewing the conceptual framework (Appendix U). (10 pts. each)
12. Technology Self-Assessment (Appendix V). Reflection page _____ (10 pts. each)

A REFLECTION OF MY EXPERIENCE IN THE COUNSELOR EDUCATION PROGRAM

Your effort in the IPFW Counselor Education program has resulted in personal growth, increased knowledge, and newly acquired skills in counseling.

The purpose of this paper is to review this process with a summary of the past and a preparation for your future. The paper should be typed, double-spaced with no maximum limit, and added to your portfolio.

Use the following questions to guide you:

1. How have your personal and/or professional goals and perceptions changed regarding counseling, as a result of this program?
2. What experiences (classes, workshops, etc.) were the most helpful to you personally and/or professionally?
3. Which counseling theory is currently the most predominant influence in your growth and development as a counselor? What factors have played a part in your selection of this theory (e.g., your personality, therapists, professor[s], personal experience[s], book[s], class[es], etc.)?
4. What growth areas do you see in the IPFW Counselor Education program, and how would you strengthen them?
5. What do you see yourself doing in five years?

**COUNSELOR EDUCATION PROGRAM
TECHNOLOGY SELF-ASSESSMENT**

Description	Course	Evidence
Web Page Training	EDUC G562	
Power Point Creation and Presentation	EDUC G563, EDUC G590, EDUC G590 MFT	
Web Threaded Discussion Forum	EDUC G550, EDUC G551, EDUC G524, EDUC G525	
Web Research	EDUC G563	
E-Mail Contact with Professor	Any	
E-Mail Contact with Colleagues	Any	
Digital Camera Applications	Any	
Video Camera Applications	Any	

OTHER USES OF TECHNOLOGY		
Description	Course	Evidence

STUDENT PROFICIENCIES ANNUAL REVIEW

COMPLETE AND RETURN TO YOUR ADVISOR BY APRIL _____

Student Name _____ Advisor _____

The proficiencies in this evaluation reflect the course requirements of the IPFW Counselor Education Program’s Master’s Degrees in School Counseling and Marriage and Family Therapy Counseling. They have been developed from the following licensing/accrediting organizations and the IPFW School of Education Conceptual Framework: Council for the Accreditation of Counseling and Related Educational Programs (CACREP); National Board of Certified Counselors (NBCC); Indiana Health Professions Board (IHPB); Indiana Professional Standards Board (IPSB); and the Commission on the Accreditation of Marriage and Family Therapy Education (COAMFTE).

Evaluate what you believe to be your current attainment of the following proficiencies in the IPFW Counselor Education Program. Rate yourself on each item by shading the appropriate letter on your Scantron Form that coincides with a specific item number. Both Master’s Degrees are reflected in this evaluation. While there is some overlap, there are also differences. Some items may not be related to your degree or current level of training. The designation for “not applicable (N/A)” is “0.” There is no “0” on the Scantron Form. Please do not mark any letter for an item that you consider not applicable (N/A) to your degree or current level of training.

Please use your SCANTRON Form for the following:

Place Your SS# Under “I.D. Number” On Your SCANTRON Form

- 1. Degree: MFT Counseling A Or School Counseling B
- 2. Program Admission Year: 2001 A 2002 B 2003 C Other D

A	B	C	D	E	0
Excellent		Good		Poor	N/A

SOE CONCEPTUAL FRAMEWORK

- 3. I have an understanding of the influence of society on the professional community.....
(Democracy and Community) IPFW: G502, G550, G551, G563
- 4. I participate in critical reflection by engaging in investigating, inquiring, challenging, critiquing, and questioning opportunities.....
(Habits of Mind) IPFW: G502, P514, G524, G525, G550, G551
- 5. I have an appreciation and understanding of multiple approaches to instruction.....
(Pedagogy) IPFW: G503, G504, G505, G590 (MFT), G562, G563
- 6. I process and construct my own knowledge base.....
(Knowledge) IPFW: G590, G590 (MFT), G562, G563, P575

7. I have been exposed to teaching and learning techniques through field-based or clinical experiences.....
 (Experience) IPFW: G524, G525, G550, G551
8. I am developing a combination of knowledge, theory, and practice that will assist me to address the professional challenges of the twenty-first century.....
 (Leadership) IPFW: G503, G504, G567, G552, G532, G570, G524, G525, G550, G551

CACREP & NBCC*/IHPB**/COAMFTE***/IPSB****

9. I understand the professional role of a counselor/therapist as it pertains to advocacy for clients, the profession related to public and private policy, and institutional and social barriers.....
 (*Professional Identity;**Collaboration with other Disciplines;***300.00, 300.02; ****STANDARDS 2, 3, & 8) IPFW: G563, G502, G562
10. I understand the history and philosophy of counseling/therapy.....
 (*Professional Identity;**Theoretical Foundations of Marriage and Family Therapy;***310.02, 310.03, 310.04, 320.03;****STANDARD 5) IPFW: G504
11. I understand the ethical standards of my profession and their related applications.....
 (*Professional Identity;**Legal, Ethical, and Professional Standards and Issues in the Practice of Marriage and Family Therapy;***340.02, 340.03, 340.04, 340.05;****STANDARDS 6 & 7) IPFW: G502
12. I understand multicultural and pluralistic issues and their applications as they relate to self and others.....
 (*Social & Cultural Diversity;**Issues of Ethnicity, Race, S.E.S., and Culture;***300.001, 320.07;****STANDARDS 1, 3, & 9) IPFW: G575
13. I understand theories of individual and family development and transitions across the life span and strategies for facilitating optimum development.....
 (*Human Growth and Development;**Individual Development, Family Development, and Family Relations;***330.02, 330.03;****STANDARDS 1 & 9) IPFW: P514, P515, P516

14. I understand career development theories and decision-making models, information resources, related interrelationships, assessment instruments and techniques, program planning, organization, implementation, administration, and evaluation.....
(*Career Development;***STANDARDS 4, 5, & 10) IPFW: G552
15. I understand the essential counseling skills and theories required for successful planning, intervention, termination, and consultation.....
(*Helping Relationships;**Therapy Techniques;***STANDARD 5) IPFW: G503, G504, G567, G532
16. I understand the major models of marriage and family therapy and the application of systems theories to my profession.....
(*Helping Relationships;**Major Models of Marriage and Family Therapy;***320.03) IPFW: G504
17. I understand the dynamics, theories, leadership styles, and methods of various types and groups.....
(*Group Work;***360.02;***STANDARD 5) IPFW: G532
18. I understand the historical perspectives of standardized and nonstandardized testing, statistical concepts, psychometrics, and the administration and interpretation of tests.....
(*Assessment;**Appraisal and Assessment for Individuals;***STANDARD 4) IPFW: G505
19. I understand the general principles and methods of case conceptualization, assessment, and the diagnoses of mental and emotional status.....
(*Assessment;**Appraisal and Assessment for Individuals, Interpersonal Disorder or Dysfunction;***320.0;***STANDARDS 4 & 5) IPFW: G505
20. I understand the significance of creating, interpreting, and applying research to improve counseling/therapy effectiveness.....
(*Research and Program Evaluation;**Behavioral Research that Focused on the Interpretation and Application of Research Data as it Applies to Clinical Practice;***350.02, 350.03, 350.04;***STANDARDS 4 & 5) IPFW: G590, G590 (MFT)
21. I understand how to treat a variety of clinical problems from a systemic perspective.....
(**320.02 & 320.05) IPFW: G563

22. I understand issues of human sexuality, including gender and sexual orientations issues, and how these issues impact clinical work.....
 (**Sexuality, Gender, and Sexual Orientation;***330.05.1Sexuality) IPFW: G570, G575

The following IPFW courses are required in the portfolio evaluation process: G502, G503, G505, G524, G525, G532, G550, G551, G552, G562, G567, G590, G590 (MFT).

FACULTY FEEDBACK OF STUDENT PROFICIENCIES ANNUAL REVIEW

Student Name _____ Evaluation Year _____ Date _____

Proficiency Attainment:

Proficiencies	Above Program Expectations	Meets Program Expectations	Below Program Expectations
<u>Knowledge:</u> Attainment of Curricular Content	Maintains all A's; Passes comp; Frequent & consistent demonstration of course content comprehension through class responses.	Mostly A's; Passes comp; Consistent demonstration of course content comprehension through class responses.	Mostly B's; Does not pass all sections of comp; Shows limited understanding of course content through class responses.
<u>Performance:</u> Demonstration of Curricular Content (e.g.: internship, practica, class interaction)	Passes portfolio review; Skills exceed expectations for students at this level of training.	Passes portfolio review; Skills are consistent with students at this level of training.	Fails portfolio review; Skills fall below expectations for students at this level of training.
<u>Disposition:</u> Student Models the Attributes of a Professional Counselor/Therapist	Shows exceptional engagement with learning and mentoring progress; Shows exceptional appreciation for knowledge and skill in the profession; Fully able to take responsibility for one's own behavior; Shows exceptional appreciation for diversity and similarity; Demonstrates an exceptional ability to effectively collaborate with others.	Shows appropriate engagement with learning and mentoring progress; Shows appreciation for knowledge and skill in the profession; Takes responsibility for one's own behavior; Shows appreciation for diversity and similarity; Demonstrates ability to effectively collaborate with others.	Shows limited engagement with learning and mentoring progress; Shows limited appreciation for knowledge and skill in the profession; Takes limited responsibility for one's own behavior; Shows limited appreciation for diversity and similarity; Demonstrates limited ability to effectively collaborate with others.

(over)

Faculty Comments: _____

Action Taken: _____

Student Response: _____

Advisor Signature _____ Date _____

Student Signature _____ Date _____

COMPREHENSIVE EXAM

Only eligible students may sit for the comprehensive exam. Eligible students are those that will be completing their programs the Spring of their graduation year.

You may prepare for the exam by purchasing NBCC publication #10: The Preparation Guide for the National Counselor Examination for Licensure and Certification. You may order the book by calling the NBCC at 336-547-0607. The book will familiarize you with the format and type of questions that will be on the exam. You will also need to review your past exams, required readings, and papers from the program. You may also review for the eight core sections at <http://licensure.com>.

There are eight core sections to this exam with 20 questions per section: Professional Orientation (G502), The Helping Relationship (G503 & G504), Group Dynamics (G532), Appraisal (G505), Research (G590 & P501), Social & Cultural Foundations (G575), Human Development (P514 & G570), and Lifestyle & Career Counseling (G552 for School), Mental Health Issues (G563 for MFT). A ninth section with 40 questions is given to specifically address competencies in either the School or Agency/MFT Master's. Applicable School courses are G502 & P516, and the applicable Agency/MFT course is G567.

Retakes of failed sections will be required for graduation and will be scheduled approximately two weeks after the initial exam. A remediation plan will be developed for the student by counseling faculty if retakes are failed. Failure to pass comprehensive exams the first time will result in a delay of your graduation date.

Please call Dr. Utesch to confirm your attendance in the Fall semester prior to your exam.

SCORING RUBRIC FOR COUNSELOR EDUCATION PROGRAM WRITTEN ASSIGNMENTS

Description	Percentage of Points
<p>The project meets all the major and minor project requirements. The project contains no more than one or two grammatical or spelling errors. The project design and organization is clear, coherent, and easy to follow. Much critical thought and analysis is evident. Strong evidence is present of scholarly research. The project topic is highly relevant and material to the learning needs of counselors and therapists.</p>	100%
<p>The project meets all the major project requirements, but may not meet one minor requirement. The project contains very few grammatical and/or spelling errors. The project design and organization is clear, coherent, and easy to follow. Critical thought and analysis is evident. Some evidence is present of scholarly research. The project topic is relevant and material to the learning needs of counselors and therapists.</p>	89%
<p>The project substantially meets all of the major project requirements but may not meet minor requirements. The project may contain some grammatical and/or spelling errors. The project is designed well and organized well. Some minimal critical thought and analysis is evident. Some, but not significant, evidence is present of scholarly research. The project topic is somewhat relevant and material to the learning needs of counselors and therapists.</p>	79%
<p>The project meets most, but not all, of the major project requirements. Only minimal evidence of scholarly research is present. The project may contain several grammatical and/or spelling errors. The project is not well designed and organized. Minimal critical thought and analysis is evident. Little evidence of scholarly research is present. The project topic is not in a significantly and meaningful way relevant and material to the learning needs of counselors and therapists.</p>	69%
<p>The project does not in a substantial way meet most of the major project requirements. The project may contain numerous grammatical and/or spelling errors. A lack of intelligent design and organization is evident. No critical thought and analysis is evident. No evidence of scholarly research is present. The project topic is not relevant and material to the learning needs of counselors and therapists.</p>	59%
	0%