

LIBERTY
UNIVERSITY
SCHOOL *of* BEHAVIORAL
SCIENCES

M.Ed. in School Counseling Program

**Comprehensive Assessment
Handbook**

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Assessment Process Overview

The aim of assessment is primarily to *educate and improve* candidate performance, not merely to *audit* it. The school counselor licensure program at Liberty University maintains a continuous cycle of evaluation and revision in order to achieve its mission of developing competent professionals with a Biblical worldview for Christian, public, and private schools.

Our comprehensive assessment process involves systematic procedures for evaluating our candidates and our program using both formative and summative feedback. The process- and outcome-driven practices include assessments of program objectives, the learning environment, professional identity, academic performance, personal and professional development, professional practices, and professional knowledge and skills using the framework of the CACREP standards.

Assessment processes are participatory in that multiple stakeholder perspectives are included. Candidate competencies and program objectives are assessed using both quantitative and qualitative measures at multiple points throughout a candidate's matriculation through the program.

Program and Learning Assessment Cycle (PLACE)

The M.Ed. in School Counseling program systematically applies the *Program and Learning Assessment Cycle for Excellence* (PLACE), a comprehensive, institution-wide assessment approach, and makes use of LiveText, an electronic data collection management system, to capture candidate learning outcomes and to determine to what extent the program's objectives are being met for the purpose of continuous program improvement. PLACE requires that programs establish outcomes and targets, collect and analyze data, report findings, and create and implement improvement action plans when targets are not met.



Figure 1.1, PLACE Cycle for Systematic Program Assessment

The five cyclical elements of PLACE (Figure 1.1) are as follows: (1) Purpose & Goals, (2) Data Collection, (3) Data Analysis, (4) Action Plan, and (5) Implementation. At the end of each academic year, program faculty members participate in the Assessment Retreat. During this retreat, faculty members analyze data collected in LiveText using approaches and instruments outlined in this handbook to identify and target areas needing improvement.

Candidate Assessment

Ten program objectives comprise candidate competencies addressed in program course content that is built on the CACREP Standards (see Appendix I), the competency indicators of the Virginia Department of Education (see Appendix J), the NCATE/CAEP Standards for Other School Personnel (see Appendix K), the and the program's conceptual framework adopted from the School of Education's conceptual framework comprised of fourteen program learning outcomes in three domains : 1) **Knows** (knows Christian values, moral dimensions, and ethical implications synthesized with academic knowledge), 2) **Implements** (implements skills as a gift from God, because teaching/leadership is a calling from God, and 3) **Believes** (believes and practices personal integrity, social responsibility, sensitivity to the needs of others, and the betterment of humanity consistent with our mission to prepare competent professionals with a Biblical worldview for Christian, public, and private schools) (see Appendix L).

***The mission of the School Counseling Program
at Liberty University is to develop
competent professionals with a
Biblical world view for
Christian, public, and private schools.***



Figure 1.2, School Counseling Program Conceptual Framework

Candidate Learning Objectives

1. Candidate enhances K-12 student learning and student personal-social, career, and academic development through appropriate application of outcome research, professional, legal, and ethical standards and an understanding of multicultural counseling theory, the academic mission of schools, the ASCA Model, and school counselor roles/functions.
2. Candidate demonstrates an understanding of the social and cultural foundations of counseling, obstacles to learning, advocacy for programming, policies, climate, instruction, and learning opportunities that result in K-12 candidate learning and personal-social, career, and academic development for all candidates.
3. Candidate demonstrates the ability to improve K-12 student learning through an understanding of the principles and theories of human growth and development throughout the life span and their implications for professional school counseling.
4. Candidate applies an understanding of life span career development theories, career awareness, career exploration, career planning and career assessment tools, developing and implementing career programs, resulting in K-12 student learning and career development.

5. Candidate applies an understanding of counseling theory, techniques, best practices, and systems theory to enhance K-12 candidate learning and personal-social, career, and academic development through individual and group counseling in a multicultural society.
6. Candidate applies an understanding of consultation models, referral processes, systems strategies, leadership principles, supervision practices, systems strategies, and works with parents and teachers, collaboratively, to design a comprehensive school counseling program that results in enhanced K-12 student learning and personal-social, career, and academic development.
7. Candidate demonstrates an understanding of group theory, techniques, and group facilitation knowledge, skills, and processes that results in developmental group guidance, K-12 student learning, and personal-social, career, and academic development.
8. Candidate demonstrates appropriate knowledge and skills related to counseling theory, techniques, developmental issues, and creating, implementing, and evaluating programs/strategies that enhance K-12 student learning and student well-being (e.g., resiliency, crisis management, transitioning, abuse and suicide assessment, peer helping, drop-out prevention, drug, alcohol, violence programming).
9. Candidate uses the knowledge, skills, processes, and appropriate application of student assessment relative to school counseling practices, including individual and group assessment, resulting in K-12 student learning.
10. Candidate enhances K-12 student learning and personal-social, career, and academic development as well as accountability and the effectiveness of the counseling program through the appropriate application of technology, data, and research, and implementation of program evaluation.

Faculty members teaching each course provide continuous candidate assessment for mastery of the knowledge, skills, and practices delineated in the ten learning objectives and stated as learning outcomes on the course syllabi. In addition, each course in the program includes a comprehensive benchmark assignment in LiveText, which uses rubrics to assess learning outcomes. This learning outcome data is reviewed by the program leadership team annually. Candidates are assigned to a faculty mentor, who serves as a key member of the remediation team for candidates who may need additional assessment and support.

In addition to continuous assessment of candidate learning outcomes, there are multiple points of assessment conducted sequentially during the candidate's matriculation through the program to promote success and to provide support and/or remediation as needed.

Points of Candidate Assessment

Assessment points include, but are not limited to, a series of four "gates." Each gate requires passage before a candidate can progress to the next level of the program. Gate 1 represents admission to Liberty University Graduate Studies. Gate 2 is application for candidacy to the M.Ed. in School Counseling Program. Gate 3 is application for internship. Gate 4 is application for graduation and licensure. Each point assesses the candidate's readiness to advance to the next phase in the program. Data for candidate assessment using the instruments/approaches noted below are collected in LiveText.

University Admissions Assessment (Gate 1: Admission to the university)

- Successful completion of graduate application for acceptance to Liberty School of Behavioral Sciences.
- Approved transcripts (graduation from a regionally or nationally accredited bachelor's degree program with at least a 3.0 GPA in good standing).

- Completion of the Online Graduate Writing Course (admitted conditionally) if the most recent degree indicates a GPA of less than 3.0. Information related to taking this course is located at <http://www.liberty.edu/academics/graduate/writing/index.cfm?PID=18192>.
- References.
- Statement of understanding.
- Exam results.

Program Candidacy Assessment (Gate 2: Admission to School Counseling Program/advancement to candidacy)

- Successful completion of Gate 2 application.
- Applicant essay (writing sample).
- References.
- Successful completion of 3-9 credit hours of school counseling program courses.
- GPA of 3.0 in school counseling program courses taken.
- Background check.
- Complete mandatory School Counseling Orientation (includes career exploration and reflection on career goals).
- Statement of understanding.
- Admissions decision by committee based on review of all of the above.
- Upon admission to the School Counseling Program, candidates meet with assigned faculty mentor (advisor) to review program information, develop an individualized plan of study, and review student expectations.

Year One Assessment: (practicum experience at the end of year one/start of year two)

- Site supervisor's formal assessment at the end of the practicum experience using the Practicum Evaluation of Candidate Performance form (competencies include basic attending skills, counseling techniques, professionalism, and dispositions; see Appendix B).
- Candidate's formal assessment of the practicum placement with the Evaluation of Site Supervisor by Student form (assesses placement site and site supervisor; see Appendix H).
- Candidate self-reflection/evaluation of basic counseling skills development using the Clinical Skills Self-Assessment for Taped Sessions form.
- Peer feedback related to basic counseling skills via shared recordings.
- Case analyses and skills feedback from faculty supervisor and peers during group supervision using the Case Presentation for Supervision form.
- Review of Field Experience Summary (FES) and Demographics Placement Survey for Practicum (see Appendix M) to ensure candidates are working in diverse settings with diverse populations.
- Proof of candidate membership(s) in professional counseling association(s) during practicum.

Year Two Assessment: (Gate 3: Candidacy for Internship)

- Successful completion of Gate 3 application.
- Successful completion of all EDCE courses and EDUC 600.
- Candidate continues to maintain no less than a 3.0 GPA.
- Praxis II School Counseling Exam or the candidate's state equivalent exam.
- Proof of candidate membership(s) in professional counseling associations.

Year Three Assessment: (internship experience at the end of year two/start of year three)

- Site supervisor formal evaluations (preliminary and final in each setting) of candidate performance using the Advanced Competency Assessment (ACA; see Appendix A) form. (Competencies include dispositions and the knowledge, skills, and practices identified by CACREP for the specialty of School Counseling and state requirements for school counselor licensure).
- Candidate formal assessment of the internship placement with the Evaluation of Site Supervisor by Student form (assesses placement site and site supervisor).
- Candidate self-reflection/evaluation of basic counseling skills development using the Clinical Skills Self-Assessment for Recorded Sessions form.
- Peer feedback related to basic counseling skills via shared recordings.
- Case analyses and skills feedback from faculty supervisor and peers during group supervision using the Case Presentation for Supervision form.
- Review of culminating program Portfolio during the final semester of internship.
- Review of required experiences in diverse settings with diverse populations using the Field Experience Summary (FES) form and Demographics of Placement survey for Internship (see Appendix N).

End of Program Assessment: (Gate 4: Graduation and application for licensure)

- Review of internship hours (no less than 600 hours).
- Review of practicum hours (no less than 150 hours).
- Review of GPA (no less than 3.0 GPA).
- No more than two grades of C; no grades below C.
- Review of Praxis II (or state equivalent) scores
- Degree Audit
 - Completion of all courses listed on the degree completion plan.
 - Proof to state licensure boards of mastery of specific content areas as evidenced by completion of state-approved program and a passing score (set by state) on the Praxis II or other required state licensure/certification exam for school counselors.
- Exit Survey (see Appendix E).

After Program Completion:

- Survey to employers (Employer Survey; see Appendix C).
- Survey to graduates/alumnae (Alumni Survey, Appendix D).
- Program evaluation by internship site supervisors (Program Evaluation, Appendix F).

Dispositions Assessment

Dispositions are systematically assessed throughout the program by faculty, site supervisors, and the candidates themselves. Dispositions are assessed using an intentional model called SCRIP, an acronym for Social Responsibility, Commitment, Reflective Practice, Integrity, and Professionalism. Each disposition is aligned with advanced competencies derived from the Virginia Department of Education Endorsement Competencies and the CACREP Standards. Dispositions are assessed by internship and practicum site supervisors on formal written evaluations, and candidates self-assess each of the dispositions at the conclusion of each intensive (in-residence) course. Faculty members complete a rubric and provide feedback regarding the candidate's self-evaluation of dispositions. Data assessing dispositions are stored in LiveText.

- Candidate self-assessment of dispositions in EDCE 661, EDCE 512, and EDCE 505; faculty assesses the assessment based on observations/interactions during the course using a rubric.

- Site Supervisors assess dispositions in EDCE 698 using the *Practicum Evaluation of Student Performance* form (online advising guide; Appendix B).
- Site Supervisors assess dispositions in EDCE 699 (Part I--semester I) using the ACA (online advising guide).
- Site Supervisors assess dispositions in EDCE 699 (Part II--semester II) using the ACA.

In addition to formal assessments of dispositions, issues related to candidate dispositions are addressed in professional development plans as outlined in the School Counseling Program Manual.

Program Assessment

Faculty members are assessed at specific points in time and on an ongoing basis. Online faculty members in the M.Ed. in School Counseling Program are evaluated based on assigned performance level categories by term/semester and annually by an instructional mentor assigned to the online faculty member on the date of hire. Instructional mentors (IMs) and full-time residential faculty members are evaluated annually by the program Chair (Chair evaluated by Dean) and each residential faculty member submits detailed portfolios every three years.

The program's leadership team requests updated CVs annually to assess for active involvement in the counseling profession (e.g., presentations, publications, advocacy, conference attendance, service to the community, university, and profession). Also, copies of licenses/certifications are requested to ensure maintenance.

Curriculum changes are made as needed on an ongoing basis by the Subject Matter Expert (SME) and Lead Faculty member of assigned program courses. These faculty members also serve as members of the Academic Committee, assessing course content annually to ensure course syllabi and materials required for the course are current and reflect best practices. Each spring, faculty members participate in syllabi reviews. Syllabi are evaluated by faculty to assess how adequately the syllabi assignments represent the objectives and structure of each course and comply with Liberty University standards for structure/formatting. Also, online and residential faculty are organized into clusters with faculty members not associated with the course, reviewing anonymous sample benchmark assignments, instructions, and rubric to determine if the rubric and assignment content aligns and learning outcomes noted on the syllabus. Faculty members complete a short survey following the review of their assigned course and benchmark. Survey outcomes are compiled and reviewed by the faculty leadership team and are forwarded to the SME for the course for corrections as deemed appropriate.

Candidates complete the *End-of-Course Survey* at the conclusion of each course, offering suggestions for course content and delivery improvement. These surveys are examined by term during each semester by faculty members teaching the course and by IMs conducting evaluations of the assigned faculty members teaching the courses. Surveys are examined again during the end-of-year Assessment Retreat and program changes are recommended and voted on by all faculty members in the School Counseling Program during the fall Faculty Team Meeting.

The **M.Ed. in School Counseling Program** is evaluated by four groups of stakeholders: 1) current candidates, 2) alumni, 3) site-based practicum and internship supervisors, and 4) employers of our graduates. Data collected by stakeholder program assessment is stored in LiveText. Additionally, each semester, members of the Community Advisory Council (CAC) meet to discuss School of Behavioral Sciences programs, including the School Counseling Program. These meetings are facilitated by an Associate Dean for the School of Behavioral Sciences and consist of unit program directors and local school division personnel (e.g., superintendents, principals, teachers, school counselors). During the CAC meetings updates are shared and information is exchanged to improve both university and school practices to promote K-12 student academic, personal/social, and career development.

1. **Current candidates** evaluate the M.Ed. in School Counseling Program in several areas using the *Exit Survey* (end of program; see Appendix E), the *Evaluation of Site Supervisor by Student* form (during practicum and internship; Appendix H), and *End-of-Course Survey* (continuous; see Appendix G). Using these instruments, candidates assess the following major aspects of the program and provide suggestions for modification: a) quality of preparation, b) faculty mentoring/academic advising, c) connection to the program and other students, d) resources, e) program orientation, f) quality of practicum and internship experiences, g) structure and delivery of curriculum, and h) suggestion for modifications.
2. **Alumni** are invited via email to participate in the *Alumni Survey* (every two years; see Appendix D) that assesses the following aspects of the M.Ed. in School Counseling Program: a) preparation and readiness for practice, b) program strengths, and c) suggestions for program modifications.
3. In addition to assessing specific candidate competencies, **site-based internship supervisors** complete a *Program Evaluation Survey* (ongoing; see Appendix F) that assesses: a) our candidates' overall preparation, b) the program's orientation, c) the resources, and d) the counselor supervision training module.
4. **Employers of our graduates** are asked via email to complete the *Employer Survey* (every two years; see Appendix C) to assess the following aspects of our program: a) preparation for the professional practice of school counseling, b) competence as a school counselor, c) program strengths in preparing the candidate for practice, and d) suggestions for program modifications.

CACREP Self-Study Program Review

Use of Assessment Findings for Program Modifications

As part of the CACREP Self-study and accreditation processes, the faculty conducted extensive evaluations of the M.Ed. in School Counseling Program. The *Executive Summary of Program Modifications for the CACREP Self-Study* is listed below and available to stakeholders on the School Counseling program web site at <http://www.liberty.edu/academics/education/graduate/index.cfm?PID=2126>.

Use of Findings

- Legislation was passed to change specific course prefixes to EDCE (Education Counselor Education).
- Course prefixes differentiate concentration and professional courses from education core courses.
- Clinical practice laboratories were added.
- Hired Clinical Director (full-time, residential faculty member).
- Hired Faculty Mentoring Director (full-time, residential faculty member).
- Degree completion plan changes:
 - Added EDCE 698 (one semester of 150 hours of practicum) (CACREP III.F).
 - Added 2nd semester of internship (EDCE 699) (300 hours for a total of 600 hours).
 - Course prefix changes.
- Edited existing assignments, as needed, and revised syllabi.
- Added course prerequisites.
- Course sizes for practicum and internship limited to 12 students.
- Added faculty facilitated group supervision of practicum and internship students.
- Require taping of counseling sessions for practicum and internship.
- Required formal counselor supervision training and orientation for site supervisors.
- Implemented a LiveText (data management system) Field Experience Module.
- Implemented a new advising system through Gate 2; faculty mentor assigned to each student.

- Dedicated residential faculty position to serve as faculty advisor (faculty “mentor”).
- Created a Comprehensive Assessment Process document illustrating ongoing systematic program evaluation.
- A Formal Employer Survey was created.
- Redesigned School Counseling Exit Survey.
- Redesigned School Counseling Alumni Survey.
- Redesigned School Counseling Program Evaluation by site supervisors.
- Required all students to take the Praxis II, School Counseling Exam, or their state’s equivalent.

Assessment Outcomes

At the close of each academic year, the School Counseling Program Leadership Team holds an “Assessment Retreat” to review data from candidate assessment and program assessment tools noted in this handbook. The review aids in determining the effectiveness of our program in meeting previous targets and establishing new targets and action plans, as needed for ongoing program improvement.

The team reviews student and graduate demographic data to assess cultural diversity of our population of candidates and graduates to promote the inclusion of underrepresented populations. The leadership team continuously seeks to maintain a diverse, well-qualified team of core and affiliate faculty. Therefore, faculty demographic data is also examined.

The team assesses the assessments. A series of program assessments are reviewed by non-SME faculty members (for heightened objectivity) using several candidate work samples (to aid in norming the process). Faculty members rate the degree to which assessment activities accurately required candidates to perform in the identified candidate learning outcomes. Next, they rate the effectiveness of the rubric to evaluate candidate proficiency on the learning outcome(s) and the assessment instructions to ensure clarity and scoring method to be applied (see Appendix O for Assessing the Assessment Rubric).

(Fall 2012-Spring 2014)

Students enrolled in the School Counseling Program as of Spring 2014 numbered 1,594 of which 222 were male and 1,372 were female. The minority enrollment almost doubled that of the Caucasian population enrolled in the program and includes African-American, American Indian/Alaska Native, Asian, and Hispanic/Latino students. In 2014, graduates consisted of 39 males and 182 females. Fifty-seven percent of graduates were Caucasian, and forty-three percent of graduates were African American, Asian, Hispanic/Latino, Mixed Race, and unknown.

Demographic data indicated that forty percent of the faculty members teaching in the M.Ed. in School Counseling Program were Caucasian and sixty percent were African-American, West Indian, Latino, and unreported. The program’s twelve core faculty members consist of four males (3 Caucasian; 1 African American) and eight females (4 Caucasian; 4 African American).

Use of Findings

A review of LiveText data for the benchmark assignment student learning outcomes for EDCE 522 (Career Development and Counseling), EDCE 504 (Social and Cultural Foundations in Counseling), EDCE 611 (Child and Adolescent Counseling in the Schools), and EDCE 660 (Principles of School Counseling), revealed that 32 students lacked competency in these four program courses that had professional ethics components in the benchmark. For this reason, we made EDCE 501 (Professional, Ethical, and Legal Issues in Counseling) a prerequisite to EDCE 698 (Practicum) to ensure these competencies were mastered prior to clinical experiences.

A review of *End-of-Course* survey data resulted in modification of existing assignment rubrics to more clearly delineate what is expected of students for a given assignment. Also, student comments on the end-of-course evaluations revealed discrepancies between Blackboard rubrics and LiveText rubrics. Rubrics were synchronized.

A review of LiveText data for the *Advanced Competency Assessment*, which is the evaluation of student performance by the site supervisor during the School Counseling Program internship, demonstrated a need to strengthen our group counseling preparation for school counselors in training. We created a structured group course (EDCE 512) to replace the group counseling course (COUN 512), which covers all group standards named by CACREP and provides a focus on psycho-educational groups for school-age populations. We are seeing a slow improvement in this ACA competency. However, a slow improvement is expected, since many students are still on older degree completion plans, thus continuing to take COUN 512.

A review of LiveText data for the *Field Experience Summary* (FES) form submitted at the end of internship for academic year 2012-2013 indicated that many students were not obtaining the array of collaborative, multicultural experiences, and professional memberships for optimal preparation and professional identity development, respectively. Discussions with students during our residential classes revealed that some students did not know about these requirements until internship when it was too late to get the experiences. As a result, we added experiences as requirements in our EDCE 660 course and added this information to faculty mentoring sessions, and our Gate 2 application (admittance into the M.Ed. in School Counseling Program). A review of data for the FES submitted at the end of internship for academic year 2013-2014 along with data from the *Demographics Placement Survey* revealed improvements in all areas.

Feedback from students, alumni, site supervisors, and members of our Community Advisory Committee (CAC), revealed the need to require both the child and adolescent counseling courses since our candidates become licensed to serve both populations, and to emphasize counseling in the schools. In response, we merged existing courses (COUN 611, *Counseling Children and their Families* and COUN 620, *Counseling Adolescent and their Families*) into EDCE 611, *Child and Adolescent Counseling in the Schools*). Additional courses specific to school counseling were also requested, so we developed EDCE 660, *Principles of School Counseling* and replaced EDCE 661, *Consultation, Coordination, and Referral* with EDCE 661, *School Counseling Program Development and Evaluation*.

Exit Survey data revealed a need for a central document specific to the School Counseling Program. In response, the *School Counseling Program Handbook* was created. The Handbook is revised by the Program Leadership Team with faculty team feedback. *Exit Survey* data further revealed a need for benchmark assignments to be more reflective of an assignment that embodies cumulative course content and in an applied fashion. Benchmark assignments for the School Counseling program were modified to include applied activities that would allow for greater assessment of a candidates' ability to transfer theory to practice.

A review of *Alumni Survey* data revealed satisfaction with program preparation. Graduates rated how prepared they feel on a scale of 1-4 with 1 being the most desirable result. The mean score was 1.26 on sixteen competencies grounded in the CACREP School Counseling Specialty Standards. Responses also indicated that graduates felt competent in the practice of school counseling with all respondents rating themselves above average. Examining the pattern of responding to the open-ended survey questions, graduates view the University's learning environment and the M.Ed. in School Counseling Program faculty as program strengths. The pattern of responses related to suggestions for improvement indicated a desire to have earlier access to the

Portfolio. Candidates now have Portfolio access upon completion of Gate 2, Admission into the M.Ed. in School Counseling program.

A review of *Employer Survey* data revealed satisfaction with graduate preparation. Employers rated the preparation of our school counselors in practice on a scale of 1-4 with 1 being the most desirable result. The mean score was 1.04 on sixteen competencies grounded in the CACREP School Counseling Specialty Standards. Responses also indicate that employers feel our graduates are competent in the practice of school counseling with all employers rating graduates well above average. Employers rated our graduates in preparation and competence higher than the graduates rated themselves, although graduate ratings were above average in both areas also (see above). No patterns of responding to the open-ended survey questions by employers were noted; several had no suggestions for improvement.

Apart from the discrepancies noted by students between the Blackboard rubrics and the LiveText rubrics for the same assignment, the rubrics (in relation to the assignments and learning outcomes) measured that which they purport to measure. The syllabi were in alignment with Liberty University's Department of Institutional Effectiveness (IE) template for graduate level syllabi.

Assessment Outcomes

(Fall 2014-Spring 2016)

Students enrolled in the School Counseling Program as of Spring 2016 numbered 2,327 of which 326 were male and 2,001 were female. Of the reported ethnicities, 58% were minority students and 42% were Caucasian students. The enrolled population of students including Caucasian (850), African-American (517), American Indian/Alaska Native (9), Asian (13), Native Hawaiian or Pacific Islander (2), and Hispanic/Latino (71). Forty four students reported as "two or more races", 810 students reported as "unknown", and 11 students reported as "nonresident alien". In 2016, graduates consisted of 19 males and 141 females. Forty-seven percent of graduates were Caucasian, and 53% of graduates were African American, Asian, Hispanic/Latino, Mixed Race, and unknown.

Demographic data indicated that 23% of the faculty members teaching in the M.Ed. in School Counseling Program were Caucasian and 77% were African-American, West Indian, Latino, and unreported. The program's 13 core faculty members consist of 3 males (3 Caucasian) and 10 females (4 Caucasian; 6 African American).

Use of Findings

A review of benchmark assignment scores in LiveText for school counseling core and specialty EDCE courses revealed positive learning outcomes with a 94%-96% mastery of benchmark content. We are pleased with student learning outcomes in these courses and will continue to remain diligent in keeping course materials updated and retaining high performing faculty.

A review of *End-of-Course* survey data for 2014-2015 and 2015-2016 confirmed that adjustments made to assignment rubrics were successful as no concerns with rubrics were reported. The data review also revealed that 95-97% of program candidates found the course text books, videos, and presentations to be current and helpful across courses. Ninety six percent found the assignments to be well distributed across course modules. Patterns of responding related to EDCE 504, Social and Cultural Foundations in Counseling, indicate that 7% of candidates found the text, videos, and presentations to be somewhat outdated and assignments unevenly distributed across modules. This course will be replaced with COUN 504, Social and Cultural Foundations in Counseling, as we move to the 60-hour program during which time we will review the COUN 504 course in relation to items noted above.

Student dispositions are assessed by faculty, practicum and internship site supervisors, and self-assessed by the candidates themselves. Dispositions are assessed on five dimensions: Social Responsibility, Commitment/Work Ethic, Reflection, and Integrity and Professionalism (SCRIP). Students self-assess and faculty assess dispositions in three on-campus courses (EDCE 505, EDCE 512 and EDCE 661). A total of 638 disposition assessments were reviewed in 2014-2015 and 735 disposition assessments were reviewed in 2015-2016 using a Likert scale of 0 – 4. A score of 4 indicated the highest possible score. Results indicated very high scores for both academic years with mean ratings ranging from 3.96 to 3.99 across all five dimensions. A review the *Advanced Competency Assessment* in LiveText, which is the evaluation of student performance by the site supervisor during internship, for the 2014-15 and 2015-16 academic years indicated strong candidate disposition ratings across all five dimensions with an mean score range of 3.78-3.87 on a scale of 1 to 4. A review the *Practicum Evaluation of Candidate Performance* in LiveText, which is the evaluation of student performance by the site supervisor during practicum, for the 2014-15 and 2015-16 academic years indicated strong candidate disposition ratings across all five dimensions with an mean score range of 3.61-3.90 on a scale of 1 to 4. Candidates are consistently rated highest for Integrity and Professionalism (3.85 - 3.90) in both internship and practicum. A mean rating of 3.76 across the three dispositions of Social Responsibility, Reflection, Commitment/Work Ethic for both practicum and internship candidates is not cause for concern; however, the leadership team plans to do one or more of the following to seek to improve all disposition ratings: 1) add a SCRIP video to the Gate 2 application, the advising guide page, and/or a standing announcement in each course, 2) highlight dispositions in the mentoring meetings and/or Q&A sessions, and 3) add a related discussion board posting to EDCE 501 and/or add face-to-face disposition roles plays in EDCE 505 (in-residence course) as both these courses are prerequisites to EDCE 698, practicum, which is the first time dispositions are assessed outside of our program.

Further review of the *Advanced Competency Assessment* data in LiveText for the 2014-2015 and 2015-2016 academic years no longer indicate deficits in our internship candidates' group facilitation skills. Those skills are now on par with other clinical skills with a mean rating by site supervisors of 99.6% for group counseling skills. The *Advanced Competency Assessment* data review indicated a consistently high rating on all performance standards with interns receiving an average rating of 99.6 for both 2014-2015 and 2015-2016 at the following levels: "MET: Distinguished", "MET: Proficient", or "MET: Basic". A review of the *Practicum Evaluation of Candidate Performance* data in LiveText indicated a consistently high rating on all standards with practicum students receiving an average rating of 98.2% for both 2014-2015 and 2015-2016 at the following levels: "MET: Distinguished", "MET: Proficient", or "MET: Basic".

A review of the *School Counseling Portfolio* data in LiveText for the 2014-2015 and 2015-2016 academic years indicated a consistently high rating on all standards. Reviews from faculty supervisors indicated an average of 96% rating on the "MET: Advanced" (73%) or "MET: Proficient" (23%) levels on all standards.

A review of the *Program Evaluation* by site supervisor data in LiveText for the 2014-2015 and 2015-2016 academic years indicates that 99.6% of site supervisors felt that interns were well prepared with a strong foundation in school counseling. Ninety-five percent of site supervisors found program resources and site supervision training to be "Outstanding" or "Satisfactory". The lower scoring areas were preparation in assessment (92%) and preparation in research and evaluation (93%). While these deficits are not remarkable, we will seek to strengthen these areas. As our program changes over the two years from a 48-hour program to a 60-hour program, candidates will be required to take stronger, more counseling focused research, assessment, and program evaluation courses, including COUN 515 (Research & Program Evaluation) and COUN 521 (Assessment Techniques in Counseling).

A review of the *Field Experience Summary* forms for 2014-2015 and 2015-2016 indicated that interventions put into place in 2012-2013 to increase awareness early in the program for the required diverse experiences needed by the end of internship were successful with 98% of candidates meeting the "Target" or "Acceptable" criteria for completing at a culturally diverse placement. To assess the same for practicum, a similar rubric was added to in 2016-2017 to the *Field Experience Summary* form for practicum placements.

A review of the *Demographics Placement Survey* data in LiveText for the 2014-2015 and 2015-2016 academic years for practicum and internship reveals that 100% of our candidates were placed in settings that included at least two minority populations, including African American, American Indian, Asian, Hispanic, Pacific Islander, White, other, or multiple ethnicities.

Previous *Exit Survey* data (2013-2014) revealed that candidates desired a central document specific to the school counseling program. In response, the School Counseling Program Manual was created. A review of the 2014-2015 and 2015-2016 *Exit Survey* data revealed that 98% of students find this resource helpful in navigating the program. We will continue to keep this resource easily accessible and updated to reflect program modifications. Ninety-three percent of program candidates reported that faculty advising (mentoring) was helpful with 98%, reporting a strong sense of connection to the program and fellow students despite the primary online delivery format of this program. Previous *Exit Survey* data (2013-2014) also revealed the need to make course benchmark assignments more applied in nature. In response, we redesigned benchmarks. Benchmark assignments were no longer noted as an area of concern by candidates in the *Exit Survey* data for 2014-2015 and 2015-2016 with 99% of candidates reporting that they felt “Well Prepared” (90%) or “Adequately Prepared” (9%).

A review of *Alumni Survey* data revealed satisfaction with the M.Ed. in School Counseling program. Graduates rated their preparation on a scale of 1-3 with 3 being the most desirable result. The mean score was 2.5 on sixteen specific competencies grounded in the CACREP School Counseling Specialty Standards. Graduates also rated their level of “overall” preparation and competence on a scale of 1 to 10 with 10 the maximum score. The mean score was 8.34 for preparation and 8.13 for competence. Pattern of responses consistently denoted faculty as a program strength. Ninety one percent of our graduates are employed. Sixty five percent are employed as school counselors. Thirty eight percent have earned additional voluntary credentials. Two students ask for more training related to classroom management. For this reason, we will be focusing more on classroom management during our EDCE 661 course, which requires that candidates identify classroom management strategies to be used during a mock classroom guidance lesson. Ninety four percent of alumni stated they would recommend Liberty University’s school counseling program to a colleague.

A review of *Employer Survey* data revealed satisfaction with graduate preparation. Employers rated the preparation of our school counselors in practice on a scale of 1-3 with 3 being the most desirable result on sixteen specific competencies grounded in the CACREP School Counseling Specialty Standards. The mean score was 2.5. Employers rated our graduates in preparation and competence at the same level as graduates rated themselves on the sixteen competencies grounded in CACREP Standards. Employers also feel our graduates are “overall” well prepared for the practice of school counseling with a mean score for competence = 8.36 and a mean score for preparation = 8.27 on a scale of 1 to 10 with 10 being the maximum score. Two employers suggested “initiative” as an area that could be improved. We will relay this information to our school counselor candidates and discuss. However, we will also consider that these are new practicing school counselors, who may likely take more initiative as confidence grows. Several had no suggestions for improvement. One hundred percent said they would recommend Liberty’s school counseling program to colleagues.

A review of course rubrics (in relation to the assignments and learning outcomes) indicated that rubrics measure that which they purported to measure. The syllabi are in alignment with Liberty University’s Department of Institutional Effectiveness (IE) template for graduate level syllabi.

Informal feedback from students, alumni, site supervisors, and members of our Community Advisory Committee (CAC), has been overwhelmingly positive. Students have expressed their delight with the required synchronized

clinical supervision with regard to enriching their learning experiences. Although, students express their enjoyment with regard to socializing with classmates and interacting with the faculty, many have expressed that the challenges related to traveling to campus outweighs the benefits of being on campus. This is something we will examine as we create the 60-hour program. We will ensure skills courses remain on-campus requirements, but we will propose that the other two on-campus courses be made into online courses for our online program. The Community Advisor Council was notified of program changes (i.e., moving to a 60-hour program) and aided in providing recommendations for additional school counseling practitioners to co-teach with our faculty during on-campus intensive courses.

Assessment Outcomes

(Fall 2016-Spring 2018)

Students enrolled in the School Counseling Program as of Spring 2018 numbered 2,086 of which 243 were male and 1,842 were female, and 1 student reported alternate gender. Of the reported ethnicities, 59% were minority students and 41% were Caucasian students. The enrolled population of students including Caucasian (847), African-American (493), American Indian/Alaska Native (17), Asian (30), Native Hawaiian or Pacific Islander (8), and Hispanic/Latino (10). Seventy-six students reported as multiracial, and 605 students reported as other/undisclosed. In 2018, graduates consisted of 13 males and 67 females. Forty-three percent of graduates were Caucasian, and 57% of graduates were African American, Hispanic/Latino, and unknown.

Demographic data indicated that 39% of the faculty members teaching in the M.Ed. in School Counseling Program were Caucasian and 61% were African-American and Latino/Puerto/Caribbean. The program's eleven core faculty members consist of 1 male (Caucasian) and 10 females (4 Caucasian; 6 African American).

Use of Findings

A review of benchmark assignment scores in LiveText for school counseling courses revealed positive learning outcomes with a 90%-96% mastery of benchmark content. Although, we are pleased with student learning outcomes in these courses, in 2017-2018 the University adopted a system for tracking student success rates (S-Rates) by course so as to identify patterns of low performance in specific courses on specific assignments. The subject matter experts (SMEs) in collaboration with faculty redesign assignments. This is an ongoing process to support student success. The University also designed a system in 2017-2018 (Continuation Probability Report) that identifies students who may need assistance re-engaging in a given course, supporting both the students and the faculty.

The Internship *Advanced Competency Assessment* and Practicum *Evaluation of Candidate Performance* are used to measure learning outcomes in the practice setting. The *Advanced Competency Assessment* data in LiveText indicated a consistently high rating with an average score of 96%, indicating mastery across 27 performance competencies. A review of the *Practicum Evaluation of Candidate Performance* data in LiveText indicated a consistently high rating with an average score of 99%, indicating mastery across 16 counseling skill sets.

A review of the *School Counseling Portfolio* data in LiveText indicated a consistently high rating. Reviews from faculty supervisors indicated an average score on this end of program culminating project of 98%. Students scored an average of 95% pass rate on the Praxis II School Counseling Specialty Exam or other State's school counseling specialty exam.

A review of *End-of-Course* survey data revealed that 93%-99% of program candidates expressed that the course materials were relevant and identified clear expectations, enhanced Christian worldview, aided in skills development, and bridged theory and practice. Student comments consistently and overwhelmingly on the quality and caring nature of our faculty. Past patterns of responding related to EDCE 504, Social and Cultural

Foundations in Counseling, indicated that 7% of candidates found the text and corresponding materials/assignments to be somewhat dated and assignments unevenly distributed across modules. Our original plan, noted in the previous assessment analysis, was to replace this course with COUN 504, Social and Cultural Foundations in Counseling, when we moved to the 60-hour program, reviewing the COUN 504 course in relation to items noted above. However, CACREP kindly extended the deadline for moving to a 60-hour program. Although, we still plan to adopt the COUN 504 course, we updated the EDCE 504 course text in fall 2017, updating course assignments and quizzes to reflect the 2018 text. The SME and instructional faculty still find the videos to be relevant and educational for a multicultural counseling course and the distribution of assignments to be appropriate. It is important to note, too, that patterned responses during this assessment cycle indicate that students “like” the videos, finding them to be “a great way to get insight into someone else’s world” and contributory to “well-rounded information and viewpoints”. Additionally, the University required all SMEs to conduct a comprehensive course audit for those courses under their SMEShip to identify and correct any outdated materials by Fall 2018. Patterns of responses in the surveys also reiterated the irrelevant nature of EDUC 622, Assessment course. Students find it to be more geared toward “school psychologists.” Although, we believe the course to be relevant, there is some merit in this concern. We will be adopting the assessment course currently used by the CACREP-accredited Clinical Mental Health program when we move to the 60-hour program. Students also note their desire to have more clinical/mental health courses, namely, “DSM”. We will be adding such courses when we move to the 60-hour program. Lastly, students requested a bridge for LPC licensure. Over the past year, we worked with the directors of the professional and clinical counseling programs in the School of Behavioral Sciences to identify courses school counseling students can take at the end of their program to prepare for LPC, as approved by their state’s Board of Counseling. We will also be looking at dual degree options in the future for both school counseling and professional counseling program students.

Student dispositions are assessed by faculty, practicum and internship site supervisors, and self-assessed by the candidates themselves in multiple courses and on the exit survey. Dispositions are assessed on five dimensions: Social Responsibility, Commitment/Work Ethic, Reflection, and Integrity and Professionalism (SCRIP). Over 1,000 disposition assessments are reviewed each academic year. Residential course dispositions assessments consistently demonstrate that 100% of our future school counselors have the dispositions in place demonstrative of the *Liberty Way* and caring counseling professionals. Ninety-eight percent receive the highest possible marks across all five dimensions (661)..wait to see 505 and 512 from Jessica’s report before finalizing. A review the *Advanced Competency Assessment* in LiveText, which is the evaluation of student performance by the site supervisor during internship, indicated strong candidate disposition ratings (99.8%) across all five dimensions. A review the *Practicum Evaluation of Candidate Performance* in LiveText, which is the evaluation of student performance by the site supervisor during practicum, indicated strong candidate disposition ratings (100%) across all five dimensions. Past assessments for both practicum and internship indicated a mean rating of 3.76 on a scale of 1 to 4 across three of the five dispositions: Social Responsibility, Reflection, and Commitment/Work Ethic. Seeking improvement in these areas, we ensured that Gate 2 application links to the SCRIP Conceptual Framework, which candidates review and acknowledge understanding, and that dispositions are underscored in the faculty mentoring meetings. Also, a standardized ethical decision-making module (*Pro-Ethica*) was added to a required course on the school counseling degree completion plan. Additionally, as of summer 2018, we have implemented Q & A sessions conducted by our clinical director, who underscores dispositions as students begin to engage in practicum and internship. It is important to note, that while we still feel like the efforts above are useful, data indicated that the mean rating has improved for all three of these dispositions as of this assessment cycle.

A review of the *Program Evaluation* by site supervisor data in LiveText indicated that site supervisors felt that interns were well prepared with a strong foundation in school counseling with an average score of 96% across fifteen areas of preparedness. Site supervisors found candidates to be very strong in several areas, scoring our candidates at an average 99% in leadership, consultation, collaboration, diversity, advocacy, and the characteristics indicative of an effective school counselor. Past assessments score our candidates lower in areas of assessment (92%) and research and evaluation (93%). As of Fall 2017, we began requiring at GPA of 3.0 to get through Gate 3, which is placement in internship. As such, students have been encouraged to re-take assessment

and research courses and/or other courses that focus on these areas such as EDCE 661, Program Development and Evaluation. Candidates have improved in these areas with an average score during this assessment period of 95% for assessment and 95% for research and evaluation by site supervisors. We still plan to adopt the more counselor-oriented assessment and research courses currently used by the CACREP-accredited Clinical Mental Health Program versus the current more educator-oriented courses.

A review of the *Field Experience Summary* data for internship indicated that 99.5% of candidates were placed in both elementary and secondary school settings that allowed them to work with diverse student populations (e.g., exceptionalities, race, culture, ethnicity, gender, age, SES, language, urban, rural), meeting the optimal or acceptable target for culturally diverse experiences. To assess the same for practicum, a similar rubric was added in 2016-2017 to the *Field Experience Summary* form for practicum placements. Data revealed 100% of our candidates placed in agency settings met the optimal target for working with diverse client populations (e.g., race, culture, ethnicity, gender, age, SES, language, urban, rural).

Exit Survey data revealed that 37% of candidates received offers of employment as a result of their internship. On average, 99% percent of candidates report feeling prepared across nine broad categories: Foundations (99.5%), Counseling Prevention and Intervention (99%), Diversity and Advocacy (99.5%), Assessment (99%), Research and Evaluation (100%), Academic Development (99.5%), Collaboration and Consultation (99%), Leadership (99.7%), and Dispositions (98%).

A review of *Alumni Survey* data revealed satisfaction with the M.Ed. in School Counseling program. Graduates rated their preparation on a scale of 1-10 with 10 being the most desirable result. The mean score was 8.7. Patterned responses consistently and overwhelmingly denoted faculty as a program strength. Eighty four percent of our graduates are employed in a field directly related to their degree. Forty four percent have earned additional voluntary credentials. Ninety four percent of alumni stated they would recommend Liberty University to a colleague. During the past assessment cycle, two students asked for more training related to classroom management. For this reason, we focused more on classroom management during our EDCE 661 course, which requires that candidates identify classroom management strategies to be used during a mock classroom guidance lesson. As a result, not one student named classroom management as an area needing more attention on the *Alumni Survey*. Patterned responses for this assessment cycle showed that students want less expensive books. Currently, we are looking at texts in every course, switching almost entirely to electronic books for each course, which may be more conducive to the online environment and reduce text book expenses for students.

A review of *Employer Survey* data revealed satisfaction with graduate preparation. One hundred percent found our graduates to be sufficiently prepared across sixteen competencies. In the past assessment cycle, two employers suggested “initiative” as an area that could be improved. We discussed this with students informally during intensive courses, although we did not consider this to be too concerning since these are newly practicing school counselors, who may likely take more initiative as confidence grows. Initiative was not noted as an issue on the *Employer Surveys* during this assessment cycle. One hundred percent of employers stated they would recommend Liberty University’s school counseling program to a colleague. Notes included that the program’s greatest strength is knowledgeable, flexibility, preparing counselors for positive relationships, and putting the needs of the K-12 students they serve as priority. There were no suggestions given for improvement.

A review of course rubrics (in relation to the assignments and learning outcomes) indicated that rubrics measure that which they purport to measure. In spring 2018, all rubrics in all courses in the academic unit were updated by SMEs. Rubrics are now consistent in format across the academic units and rubric content was adjusted where ambiguity may have existed when reviewed by a team that included the SME, program director, and department

chair, considering shared feedback from instructors. Lastly, in fall 2017, a university-wide system was put into place for all online programs that identifies potentially problematic assignments, so that adjustments can be made in those courses to promote student success. The syllabi are in alignment with Liberty University's Department of Institutional Effectiveness (IE) template for graduate level syllabi and include the elements required by CACREP.

Informal feedback from students, alumni, site supervisors, and members of our Community Advisory Committee (CAC), has been overwhelmingly positive. Students continue to express delight with the synchronized clinical supervision as an enriching learning experience. Students continue to express their enjoyment with regard to socializing with classmates and interacting with the faculty during the intensives, however they also continue to note the challenges related to traveling to campus. This is something we still plan to examine as we move to a 60-hour program. We will ensure skills courses remain on-campus requirements, but we may propose that the other two on-campus courses be recreated as online courses for our online program. Student expressed a desire for more intensive offerings so they could have more choices while matriculating through the program. In response, we staggered on intensives for spring 2018, which allowed students to take more than one weekend intensive in a semester. Students expressed a desire for a more "personal touch" to our online courses. As of fall 2017, every instructor is required to load a self-made Kaltura video to each section of each course they teach, introducing themselves to students in the class. Since implementation, students have expressed their delight in seeing their instructor come to life on the "big screen" right at the start of the online class. Additionally, the instructor profile with a picture, links to professional web sites, and contact information is also provided in the course. Instructors also interact with each student in an introduction discussion board forum at the start of each online course. Students expressed a desire for more timely grading. As of fall 2017, instructors must grade course assignments within five days of the date submitted. Lastly, students have expressed many life obstacles to staying in their programs once accepted and enrolled. As of fall 2017, instructors receive notification on a weekly basis, which provides early detection of potentially disengaged students, giving faculty an opportunity to proactively reach out to these students. The CAC members were notified of the new deadline by CACREP with regard to moving to a 60-hour program. Our newly hired clinical director introduced herself during the spring 2018 CAC meeting and discussed our continued need for school counseling practitioners to co-teach with our faculty during on-campus intensive courses. Clinical director visits to internship sites and collaboration with CAC resulted in four practitioner hires over the past year.

Assessment Timeline for M.Ed. in School Counseling Program

Student Learning Outcomes and Program Evaluation (Fall 2012-Spring 2016)

Activity	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Secure administrative approval to proceed with CACREP Self-Study (2009 Standards).	✓	✓						
Secure legislative approval for program changes; update/revise manuals, forms, syllabi, curricular assignments, rubrics, surveys, web site, procedures (all guided by CACREP Standards).	✓	✓	✓	✓	✓			
Complete and submit CACREP Self-Study.				✓				
Pilot new/revise procedures and materials.			✓	✓	✓	✓		
Prepare for CACREP Site Visit.					✓	✓		
Prepare CACREP Annual Report					✓	✓		
Data Collection								
Internship and Practicum evaluations of candidates and site supervisors, Field Experience Summaries, Placement Demographics Surveys, and Portfolios (includes data pertaining to dispositions, clinical skills, professional identity, work with diverse populations in multiple settings, K-12 student development and impact on K-12 student learning).	✓	✓	✓	✓	✓	✓	✓	✓
Program evaluation by site supervisors	✓	✓	✓	✓	✓	✓	✓	✓
Candidate Exit Survey	✓	✓	✓	✓	✓	✓	✓	✓
Alumni Survey	✓				✓		✓	
Employer Survey	✓				✓		✓	
End of Course Evaluation	✓	✓	✓	✓	✓	✓	✓	✓
Course Benchmarks	✓	✓	✓	✓	✓	✓	✓	✓
Dispositions Survey	✓	✓	✓	✓	✓	✓	✓	✓
Data Analysis, Action Plan(s) for Program Changes								
Syllabi Review		✓		✓		✓		✓
Assess Assessments		✓		✓		✓		✓
Analyze all data noted above		✓		✓		✓		✓
Create action plan based on findings		✓		✓		✓		✓
Revise procedures, materials, systems as indicated		✓		✓		✓		✓
Create report of outcomes and program changes		✓		✓		✓		✓
Distribution of Assessment Outcomes and Program Modification to Stakeholders								
Community Advisory Committee	✓	✓	✓	✓	✓	✓	✓	✓
School Counseling Program Web Page	✓		✓		✓		✓	

Assessment Timeline for M.Ed. in School Counseling Program

Student Learning Outcomes and Program Evaluation (Fall 2016-Spring 2020)

Activity	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
Complete and submit renewal CACREP Self-Study								
Secure legislative approval for 60-hour program changes (20-21 DCP); update/revise manuals, forms, syllabi, curricular assignments, rubrics, surveys, web site, procedures (all guided by CACREP 2016 Standards).							✓	
Prepare for Mid-Cycle CACREP Review						✓		
Prepare for CACREP Site Visit								
Prepare CACREP Annual Report	✓		✓		✓		✓	
Data Collection								
Internship and Practicum evaluations of candidates and site supervisors, Field Experience Summaries, Placement Demographics Surveys, and Portfolios (includes data pertaining to dispositions, clinical skills, professional identity, work with diverse populations in multiple settings, K-12 student development and impact on K-12 student learning).	✓	✓	✓	✓	✓	✓	✓	✓
Program evaluation by site supervisors	✓	✓	✓	✓	✓	✓	✓	✓
Candidate Exit Survey	✓	✓	✓	✓	✓	✓	✓	✓
Alumni Survey	✓		✓		✓		✓	
Employer Survey		✓		✓		✓		✓
End of Course Evaluation	✓	✓	✓	✓	✓	✓	✓	✓
Course Benchmarks	✓	✓	✓	✓	✓	✓	✓	✓
Dispositions Survey	✓	✓	✓	✓	✓	✓	✓	✓
Data Analysis, Action Plan(s) for Program Changes								
Syllabi Review		✓		✓		✓		✓
Assess Assessments		✓		✓		✓		✓
Analyze all data noted above		✓		✓		✓		✓
Create action plan based on findings		✓		✓		✓		✓
Revise procedures, materials, systems as indicated		✓		✓		✓		✓
Create report of outcomes and program changes		✓		✓		✓		✓
Distribution of Assessment Outcomes and Program Modification to Stakeholders								
Community Advisory Committee	✓	✓	✓	✓	✓	✓	✓	✓
School Counseling Program Web Page	✓		✓		✓		✓	

Appendix A: Advanced Competency Assessment

Liberty University, School of Behavioral Sciences

M.Ed. in School Counseling (K-12)

Advanced Competency Assessment (ACA)

_____ Internship I _____ Internship II

Check one:

- ☐ Preliminary Midterm Evaluation
☐ Final Evaluation

Liberty Intern Name:	Intern Liberty ID#:	Intern Phone Number and Email:
Host School:	Host School Address:	Host School Phone Number:
Site Supervisor Name:	Site Supervisor Email:	Elementary, Middle, High School:

Instructions: Referring to the rating descriptions below, choose the rating level that best describes the intern's performance on each standard. Place an "X" in the corresponding column to the right of each standard. In order to complete the program successfully, interns must demonstrate the "Met Basic" level or higher on every standard. Provide a comment below for any rating at a "Not Met" level.

Points	Rating	Description
4	MET: Distinguished	Distinguished: performance is evidenced at a consistently high level of competence on the standard.
3	MET: Proficient	Proficient: performance is evidenced beyond the minimal level of competence on this standard.
2	MET: Basic	Basic: performance is evidenced as satisfactory, yet indicates a minimal level of competence on the standard.
1	NOT MET: Unsatisfactory	Unsatisfactory: performance is evidenced as insufficient competence on the standard.
0	NOT MET: No Evidence	No evidence: performance on the standard has not been observed.

The aim of assessment is primarily to *educate and improve* student performance, not merely to *audit* it. Program Learning Outcomes (PLOs) are aligned with the M.Ed. in School Counseling Conceptual Framework that integrates *Knows-Implements-Believes* domains in the Advanced Competencies (ADV) for the School Counseling licensure program.

PLOs also include dispositions that should be observable in each candidate. Dispositions embedded include:

Social responsibility – Commitment - Reflective Practice – Integrity - Professionalism
(S-C-R-I-P)

STANDARD			RATING				
			Standard Met			Standard Not Met	
PLO-ADV	CACREP*	Description	4 MET <i>Distinguished</i>	3 MET <i>Proficient</i>	2 MET <i>Basic</i>	1 NOT MET <i>Unsatisfactory</i>	0 NOT MET <i>No Evidence</i>
FOUNDATIONS							
C11	B.1	1. Demonstrates the ability to apply and adhere to ethical and legal standards and sensitivity to human needs (ADV-C11).					
	B.2	2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity					
COUNSELING PREVENTION AND INTERVENTION							
A2	D.1	3. Demonstrates an understanding of counseling and education construct, practices, dispositions, diverse perspectives, and resources, including self-awareness and sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms (ADV-A2).					
	D.3, D.4	4. Demonstrates the ability to provide individual and group counseling, and crisis (e.g., suicide risk) intervention and prevention plans to diverse student populations with unique needs.					
B5	D.2	5. Demonstrates the ability to apply content areas and curriculum goals to provide classroom guidance (ADV-B5) that motivates student learning and promotes the academic, career, and personal/social development of					
B6		6. Demonstrates the ability to manage classroom climate and apply classroom management procedures (ADV-B6).					
	D.5, H.4, N.5	7. Demonstrates the ability to recognize his or her limitations as a school counselor and to make appropriate referrals and seek supervision when appropriate, accepting constructive feedback from					
DIVERSITY AND ADVOCACY							
C12	F.1	8. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity for diverse learners (ADV-C12).					
	F.2	9. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of					

	F.3	10. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.					
	F.4	11. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.					
		ASSESSMENT					
B7	H.1, H.2	12. Selects appropriate assessment strategies and assesses and interprets students' strengths and needs in a culturally sensitive manner to improve student learning.					
	H.3	13. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.					
	H.5	14. Assesses barriers that impede students' academic, career, and personal/social					
		RESEARCH AND EVALUATION					
B9	J.1	15. Applies relevant research findings and information technology.					
	J.2	16. Develops measurable outcomes for school counseling programs, activities, and interventions.					
	J.3	17. Analyzes and uses data to enhance the school counseling program.					
		ACADEMIC DEVELOPMENT					
	L.1, L.2	18. Conducts programs designed to enhance student academic development, implementing strategies to prepare students for postsecondary					
B4	L.3	19. Implements differentiated instructional strategies that are developmentally appropriate and based on the needs of learners to promote					
		COLLABORATION AND CONSULTATION					
	N.1	20. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.					
	N.2, N.3, N.4	21. Collaborates and consults with parents, teachers, and makes use of available peer programs and community resources to promote student academic, career, and personal/social development, and to secure assistance for students and their					

		LEADERSHIP					
B8	P.1	22. Participates in the design, implementation, and evaluation of a comprehensive developmental school counseling program, integrating technology and resources to support instruction (ADV-B8).					
C13		23. Demonstrates reflective practices and collaborates on the professional development of self and others (ADV-					
A1	P.2	24. Demonstrates a broad base of counseling, educational, professional, and general knowledge (ADV-A1), principles, dispositions, and resources in planning, collaborating, and presenting school-counseling-related educational programs for use with parents, teachers, and the community.					
B3		25. Integrates skills in speaking, writing, reading, and listening for effective communications, leadership, and professional involvement.					
B10		26. Demonstrates skill in critical thinking, problem solving, decision making, and interpersonal skills, exerting confident leadership and acceptance of responsibility.					
C14		27. Demonstrates leadership qualities by accepting responsibility and accepting constructive feedback in a manner that promotes reflective practices and professional and personal growth.					
		DISPOSITIONS					
D1		28. Displays a sense of social responsibility (ADV-D1)					
D2		29. Displays a strong commitment to work ethic (ADV-D2)					
D3		30. Displays reflective practice (ADV-D3)					
D4		31. Models personal integrity (ADV-D4).					
D5		32. Exemplifies professionalism (ADV-D5)					

Final grade recommended for the internship:
Final Grade

A = strongly recommended for an administrative position (most ratings are 3 or 4)

B = recommended for an administrative position (most ratings are 2 or 3)

C = conditional recommendation for administration (most ratings are 1 or 2)

D = not recommended for licensure or administration (most ratings are 0 or 1)

F = not recommended for licensure or administration (most ratings are 0)

Comments for any rating(s) at any “Not Met” levels:	
Other comments:	
Site Supervisor Signature:	Date:

*CACREP School Counseling Specialty Standards

Appendix B: Practicum Evaluation of Candidate Performance

Liberty University - School of Behavioral Sciences
M.Ed. in School Counseling

Practicum Evaluation of Candidate Performance

Candidate Name _____

Site Supervisor Name _____

Name of Practicum Site _____

Please circle the rating that best describes the performance of your practicum student.

NO=Not Observed - 1=Unsatisfactory - 2=Basic - 3=Proficient - 4=Distinguished

CLINICAL SKILLS

Standard	Basic Attending					
CACREP II.G.5.b.; II.G.5.c.	Active Listening	NO	1	2	3	4
CACREP II.G.5.b.; II.G.5.c.	Questioning	NO	1	2	3	4
CACREP II.G.5.b.; II.G.5.c.	Appropriate Use of Eye Contact	NO	1	2	3	4
CACREP II.G.5.b.; II.G.5.c.	Questioning	NO	1	2	3	4
CACREP II.G.5.b.; II.G.5.c.	Paraphrasing	NO	1	2	3	4
CACREP II.G.5.b.; II.G.5.c.	Summarizing	NO	1	2	3	4
CACREP II.G.5.b.; II.G.5.c.	Reflection of feeling	NO	1	2	3	4
CACREP II.G.5.b.; II.G.5.c.	Use of silence	NO	1	2	3	4
CACREP II.G.5.b.; II.G.5.c.	Validation	NO	1	2	3	4
ADV-A-C	Candidate exhibited basic skills necessary of an effective counselor	NO	1	2	3	4
CACREP II.G.2.b.; II.G.3.c.; II.G.5.b.; II.G.5.c.	Helps client identify concerns	NO	1	2	3	4
CACREP II.G.3.a.; II.G.3.b.; II.G.3.d.; II.G.3.g.; II.G.3.h.; II.G.5.b.; II.G.5.d.; II.G.5.e.; II.G.6.a.; II.G.6.c.	Ability to apply counseling theories	NO	1	2	3	4
CACREP II.G.5.b.; II.G.5.c.	Ability to apply counseling techniques	NO	1	2	3	4
ADV-C12; CACREP II.G.2.c.; II.G.5.a.; II.G.5.b.; II.G.5.c.	Helps client identify counseling goals	NO	1	2	3	4
CACREP II.G.2.a; II.G.2.e.; II.G.2.f.; II.G.5.b.; II.G.5.c.	Culturally sensitive counseling	NO	1	2	3	4
CACREP II.G.5.b.; II.G.5.c.; II.G.6.a.; II.G.6.b.; II.G.6.d.; II.G.6.e.	Effectively facilitates groups	NO	1	2	3	4

CACREP II.G.7.b.; II.G.7.f.; II.G.7.g.	Ability to assess clients in an ethically and culturally relevant manner	NO	1	2	3	4
--	--	----	---	---	---	---

DISPOSITIONS

Standard						
ADV-D1; CACREP II.G.5.b.	Social Responsibility	NO	1	2	3	4
ADV-D2; CACREP II.G.5.b.	Commitment/Word Ethic	NO	1	2	3	4
ADV-D3; CACREP II.G.5.b.	Reflection	NO	1	2	3	4
ADV-D4; CACREP II.G.5.b.	Integrity	NO	1	2	3	4

PROFESSIONALISM (ADV-D5)

Standard						
ADV-C14; CACREP II.G.5.b.	Punctual/Attendance	NO	1	2	3	4
ADV-C11; CACREP II.G.3.e.; II.G.5.b.	Establishes positive relationships with clients	NO	1	2	3	4
ADV-C11; CACREP II.G.5.b.	Establishes positive relationships with staff	NO	1	2	3	4
CACREP II.G.5.b.	Resourceful	NO	1	2	3	4
CACREP II.G.5.b.	Enthusiasm and motivation	NO	1	2	3	4
ADV-C13; CACREP II.G.5.b.	Appropriately receives and applies feedback	NO	1	2	3	4
ADV-C11; CACREP II.G.5.b.	Consults with supervisors as appropriate	NO	1	2	3	4
CACREP II.G.1.j.; II.G.5.b.	Applies legal/ethical standards	NO	1	2	3	4
ADV-C14; CACREP II.G.5.b.	Candidate dressed in a modest and professional manner	NO	1	2	3	4

ADV: Liberty University's School of Behavioral Sciences program standards

CACREP: Council for Accreditation of Counseling and Related Educational Program standards

Explanation:

If a student receives scores of NO or "1", please explain:

Comments related to the candidate's performance/placement experience (optional):

Site Supervisor Signature/Date

Candidate Signature/Date

Appendix C: Employer Survey

Liberty University
School of Behavioral Sciences

EMPLOYER SURVEY

Our graduate has identified you as an employer who has hired him or her as a school counselor. We would appreciate your responses to this survey related to the adequacy of our preparation of your employee for the position of school counselor.

Competency	<i>Outstanding</i>	<i>Satisfactory</i>	<i>Unsatisfactory</i>	<i>Not Applicable/ Unknown</i>
Professional orientation and ethical practice (CACREP-2009.II.G.1.)				
Foundational and professional knowledge (CACREP-2009.SC.A.)				
Implementation of social and cultural diversity (CACREP-2009.II.G.1.; CACREP-2009.SC.F.)				
Communication skills (CACREP-2009.SC.N.)				
Collaboration and consultation skills (CACREP-2009.SC.N.)				
Planning (CACREP-2009.SC.L.)				
Human growth and development (CACREP-2009.II.G.3.)				
Career development (CACREP-2009.II.G.4.)				
Helping relationships (CACREP-2009.II.G.5.)				
Implementation of counseling, prevention, and intervention skills (CACREP-2009.SC.D.)				
Group work (CACREP-2009.II.G.6.)				
Leadership skills (CACREP-2009.SC.O.)				
Assessment (CACREP-2009.SC.J.)				
Research and program evaluation (CACREP-2009.II.G.1.)				
Technology and resources (CACREP-2009.SC.H.)				
Employee's impact on K-12 student learning CACREP-2009.SC.L.)				

1. Please rate overall competence on a scale of 1 to 10 (with 10 as the highest):

[illegible]

2. Please rate overall preparation on a scale of 1 to 10 (with 10 as the highest):

10	9	8	7	6	5	4	3	2	1

3. What is the greatest strength of Liberty's school counselor preparation program?

4. What are your suggestions for the improvement of Liberty's school counselor preparation program?

5. Would you recommend the Liberty's school counselor preparation program to your colleagues?

___Yes ___No
Why or why not?

6. Please add any other comments you wish to share.

Appendix D: Alumni Survey

Liberty University School of Behavioral Sciences

ALUMNI SURVEY

Please complete this survey related to how well you believe Liberty's M.Ed. in School Counseling program prepared you for the practice of school counseling. Data reported is anonymous.

Competency	<i>Outstanding</i>	<i>Satisfactory</i>	<i>Unsatisfactory</i>	<i>Not Applicable/ Unknown</i>
Professional orientation and ethical practice (CACREP-2009.II.G.1.)				
Foundational and professional knowledge (CACREP-2009.SC.A.)				
Implementation of social and cultural diversity (CACREP-2009.II.G.1.; CACREP-2009.SC.F.)				
Communication skills (CACREP-2009.SC.N.)				
Collaboration and consultation skills (CACREP-2009.SC.N.)				
Planning (CACREP-2009.SC.L.)				
Human growth and development (CACREP-2009.II.G.3.)				
Career development (CACREP-2009.II.G.4.)				
Helping relationships (CACREP-2009.II.G.5.)				
Implementation of counseling, prevention, and intervention skills (CACREP-2009.SC.D.)				
Group work (CACREP-2009.II.G.6.)				
Leadership skills (CACREP-2009.SC.O.)				
Assessment (CACREP-2009.SC.J.)				
Research and program evaluation (CACREP-2009.II.G.1.)				
Technology and resources (CACREP-2009.SC.H.)				
Employee's impact on K-12 student learning (CACREP-2009.SC.L.)				

1. Please rate how competent you feel as a school counselor on a scale of 1 to 10 (10 = highest):

10	9	8	7	6	5	4	3	2	1

2. Please rate your preparation on a scale of 1 to 10 (10 = highest):

10	9	8	7	6	5	4	3	2	1

3. What is the greatest strength of Liberty's school counselor preparation program?

4. What are your suggestions for program improvement?

5. Would you recommend the Liberty's school counselor preparation program to your colleagues?
☐ Yes ☐ No Why or why not?

6. Were you employed as a school counselor within 180 days after your graduation?

7. Are you a member of any counseling professional organizations?

8. Have you obtained any additional counseling related certifications, licenses, or credentials since your graduation?

9. Would you please provide the name and email address of your employer so that we can send a survey for data reporting for our accrediting bodies? Data reported is anonymous.

10. Please add any other comments you wish to share.

Please visit the [School Counseling Bulletin Board](#) on Liberty's website for information regarding program updates, professional development opportunities, and credentialing.

Thank you for completing the alumni survey for the School Counseling program!

Appendix E: Exit Survey

M.Ed. in School Counseling
School of Behavioral Sciences

School Counseling Exit Survey

How well do you feel that Liberty University's School Counseling Program prepared you in the following areas?

	Well Prepared (3.000 pts)	Adequately Prepared (2.000 pts)	Poorly Prepared (1.000 pt)
FOUNDATIONS 1. Demonstrate the ability to apply and adhere to ethical and legal standards and sensitivity to human needs (1.000, 2%) CACREP-2009.2.G.1.j CACREP-SC-2009.B.1			
2. Demonstrate the ability to articulate, model, and advocate for an appropriate school counselor identity and program (1.000, 2%) CACREP-2009.2.G.1.b CACREP-SC-2009.B.2			
COUNSELING PREVENTION AND INTERVENTION 3. Demonstrate an understanding of counseling and education construct, practices, dispositions, diverse perspectives, and resources, including self-awareness and sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms (1.000, 2%) CACREP-2009.2.G.5.b CACREP-SC-2009.D.1			
4. Demonstrate the ability to provide individual and group counseling, and crisis (e.g., suicide risk) intervention and prevention plans to diverse student populations with unique needs (1.000, 2%) CACREP-2009.2.G.5.g CACREP-2009.2.G.6.e CACREP-SC-2009.D.3 CACREP-SC-2009.D.4			
5. Demonstrate the ability to apply content areas and curriculum goals to provide classroom guidance that motivates student learning and promotes the academic, career, and personal/social development of students (1.000, 2%) CACREP-2009.2.G.5.b CACREP-SC-2009.D.2			
6. Demonstrate the ability to manage classroom climate and apply classroom management procedures. (1.000, 2%) CACREP-SC-2009.K.3			

7. Demonstrate the ability to recognize his or her limitations as a school counselor and to make appropriate referrals and seek supervision when appropriate, accepting constructive feedback from supervisor (1.000, 2%) CACREP-2009.2.G.5.f CACREP-SC-2009.D.5 CACREP-SC-2009.H.4 CACREP-SC-2009.N.5			
DIVERSITY AND ADVOCACY 8. Demonstrate multicultural competencies in relation to diversity, equity, and opportunity for diverse learners (1.000, 2%) CACREP-2009.2.G.2.d CACREP-SC-2009.F.1			
9. Advocate for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students (1.000, 2%) CACREP-2009.2.G.2.b CACREP-SC-2009.F.2			
10. Advocate for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations (1.000, 2%) CACREP-2009.2.G.2.f CACREP-SC-2009.F.3			
11. Engage parents, guardians, and families to promote the academic, career, and personal/social development of students (1.000, 2%) CACREP-2009.2.G.2.d CACREP-SC-2009.F.4			
ASSESSMENT 12. Select appropriate assessment strategies and assesses and interprets students' strengths and needs in a culturally sensitive manner to improve student learning (1.000, 2%) CACREP-2009.2.G.7.g CACREP-SC-2009.H.1 CACREP-SC-2009.H.2			
13. Analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs (1.000, 2%) CACREP-2009.2.G.7.g CACREP-SC-2009.H.3			
14. Assesses barriers that impede students' academic, career, and personal/social development (1.000, 2%) CACREP-2009.2.G.7.f CACREP-SC-2009.H.5			
RESEARCH AND EVALUATION 15. Apply relevant research findings and information technology (1.000, 2%) CACREP-2009.2.G.8.e CACREP-SC-2009.J.1			

16. Develop measurable outcomes for school counseling programs, activities, and interventions (1.000, 2%) CACREP-2009.2.G.8.d CACREP-SC-2009.J.2			
17. Analyze and uses data to enhance the school counseling program (1.000, 2%) CACREP-2009.2.G.8.e CACREP-SC-2009.J.3			
ACADEMIC DEVELOPMENT 18. Conduct programs designed to enhance student academic development, implementing strategies to prepare students for postsecondary opportunities (1.000, 2%) CACREP-2009.2.G.4.b CACREP-SC-2009.L.1 CACREP-SC-2009.L.2			
19. Implement differentiated instructional strategies that are developmentally appropriate and based on the needs of learners to promote student achievement (1.000, 2%) CACREP-2009.2.G.3.e CACREP-SC-2009.L.3			
COLLABORATION AND CONSULTATION 20. Work with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school (1.000, 2%) CACREP-2009.2.G.5.f CACREP-SC-2009.N.1			
21. Collaborate and consult with parents, teachers, and makes use of available peer programs and community resources to promote student academic, career, and personal/social development, and to secure assistance for students and their families (1.000, 2%) CACREP-2009.2.G.5.f CACREP-SC-2009.N.2 CACREP-SC-2009.N.3 CACREP-SC-2009.N.4			
LEADERSHIP 22. Participate in the design, implementation, and evaluation of a comprehensive developmental school counseling program, integrating technology and resources to support instruction (1.000, 2%) CACREP-2009.2.G.8.e CACREP-SC-2009.P.1			
23. Demonstrate reflective practices and collaborates on the professional development of self and others. (1.000, 2%) CACREP-2009.2.G.8.e CACREP-SC-2009.C.2 CACREP-SC-2009.I.4 CACREP-SC-2009.M.1			

24. Demonstrate a broad base of counseling, educational, professional, and general knowledge, principles, dispositions, and resources in planning, collaborating, and presenting school counseling–related educational programs for use with parents, teachers, and the community (1.000, 2%) CACREP-2009.2.G.1.b CACREP-SC-2009.P.2			
25. Integrate skills in speaking, writing, reading, and listening for effective communications, leadership, and professional involvement. (1.000, 2%) CACREP-2009.2.G.1.b CACREP-SC-2009.M.5 CACREP-SC-2009.O.2			
26. Demonstrate skill in critical thinking, problem solving, decision making, and interpersonal skills, exerting confident leadership and acceptance of responsibility. (1.000, 2%) CACREP-2009.2.G.5.b CACREP-SC-2009.D.1 CACREP-SC-2009.O.1			
27. Demonstrate leadership qualities by accepting responsibility and accepting constructive feedback in a manner that promotes reflective practices and professional and personal growth. (1.000, 2%) CACREP-2009.2.G.1.j CACREP-SC-2009.A.3 CACREP-SC-2009.O.1			
DISPOSITIONS 28. Display a sense of social responsibility. (1.000, 2%)			
29. Display a strong commitment to work ethic. (1.000, 2%)			
30. Display reflective practice. (1.000, 2%)			
31. Model personal integrity. (1.000, 2%)			
32. Exemplify professionalism. (1.000, 2%)			
33. I felt connected and supported by other students in the program. (1.000, 2%)			
34. I felt connected to the School of Behavioral Sciences. (1.000, 2%)			
35. I felt connected to the School Counseling Program. (1.000, 2%)			
36. I feel that the School Counseling Program curriculum prepared me well. (1.000, 2%)			
37. I feel that the School Counseling website was helpful. (1.000, 2%)			
38. I feel that the School Counseling Handbook was helpful. (1.000, 2%)			
39. I feel that the School Counseling Orientation was helpful. (1.000, 2%)			

40. I felt that the School Counseling Program faculty members are competent in their respective subject matter. (1.000, 2%)			
41. I felt that faculty mentoring was helpful. (1.000, 2%)			
42. I felt that academic advisement was helpful. (1.000, 2%)			
43. I felt that program's facilities and resources were helpful. (1.000, 2%)			

Employment

	Yes (2.000 pts)	No (1.000 pt)
Did your internship result in an offer of employment in the school division where you served your internship? (1.000, 50%)		
Do you currently have an offer of employment as a school counselor in a division outside of where you served your internship? (1.000, 50%)		

Appendix F: Program Evaluation Survey

Liberty University, School of Behavioral Sciences

Program Evaluation Survey: School Counseling

	Outstanding (3 pts)	Satisfactory (2 pts)	Unsatisfactory (1 pt)	N/A (0 pt)
Liberty University's program trains candidates with a strong foundation in School Counseling. CACREP-2009.SC.B.1 CACREP-2009.SC.B.2				
Liberty University's program prepares candidates in counseling prevention and intervention skills. CACREP-2009.II.G.5.c CACREP-2009.SC.D.1 CACREP-2009.SC.D.2 CACREP-2009.SC.D.3 CACREP-2009.SC.D.4 CACREP-2009.SC.D.5 CACREP-2009.SC.H.4 CACREP-2009.SC.N.5				
Liberty University's program prepares candidates in diversity and advocacy of students. CACREP-2009.II.G.2 CACREP- 2009.SC.F.1 CACREP-2009.SC.F.2 CACREP- 2009.SC.F.3 CACREP-2009.SC.F.4				
Liberty University's program prepares candidates in assessment. CACREP- 2009.II.G.7 CACREP-2009.SC.H.1 CACREP- 2009.SC.H.2 CACREP-2009.SC.H.3 CACREP- 2009.SC.H.5				
Liberty University's program prepares candidates in research and evaluation. CACREP-2009.II.G.8. CACREP-2009.SC.J.1 CACREP-2009.SC.J.2 CACREP-2009.SC.J.3				
Liberty University's program prepares candidates to address academic development of students. CACREP- 2009.SC.L.1 CACREP-2009.SC.L.2 CACREP- 2009.SC.L.3				
Liberty University's program prepares candidates to adequately collaborate and consult. CACREP-2009.II.G.1.b. CACREP- 2009.SC.N.1 CACREP-2009.SC.N.2 CACREP- 2009.SC.N.3 CACREP-2009.SC.N.4				

Liberty University, School of Behavioral Sciences
Program Evaluation Survey: School Counseling

	Outstanding (3 pts)	Satisfactory (2 pts)	Unsatisfactory (1 pt)	N/A (0 pt)
Liberty University's program prepares school counselors to be leaders in the school setting. CACREP-2009.SC.P.				
Liberty University CANDIDATE demonstrates the personal and professional characteristics indicative of an effective school counselor. CACREP-2009.II.G.5.b CACREP-2009.SC.D.1				
Liberty University's School Counseling PROGRAM trains candidates to become effective school counselors. CACREP-2009.SC.A-P				
Liberty University's School Counseling program resources were helpful (e.g. website, email, handbook, training, orientation, FEM training video).				
I felt that the use of the Field Experience Management (FEM) tool for evaluation and verifying hours in LiveText was...				
I felt that the mode and frequency of communications with the intern's university supervisor was...				
If you completed the Site Supervision Training Module, how helpful was it?				
If you viewed the School Counseling Orientation, how helpful did you find the orientation?				

Appendix G: End-of-Course Survey

End-of-Course Survey

Rate the following as: Strongly Disagree, Disagree, Agree, Strongly Agree or Not Applicable.

The faculty member responded to my questions in a positive timely manner (24-48 hours).	A) Strongly Disagree B) Disagree C) Agree D) Strongly Agree E) Not Applicable
The faculty member provided interaction and responses in various communication forums throughout the course (email, phone calls, discussion boards, etc.)	A) Strongly Disagree B) Disagree C) Agree D) Strongly Agree E) Not Applicable
The faculty member posted grades on assignments within one week of the project's due date.	A) Strongly Disagree B) Disagree C) Agree D) Strongly Agree E) Not Applicable
The faculty member provided quality and beneficial comments on written assignments.	A) Strongly Disagree B) Disagree C) Agree D) Strongly Agree E) Not Applicable
The faculty member provided encouragement within his/her communications throughout the course.	A) Strongly Disagree B) Disagree C) Agree D) Strongly Agree E) Not Applicable
Overall, the experience with this faculty member was positive.	A) Strongly Disagree B) Disagree C) Agree D) Strongly Agree E) Not Applicable
The text(s) and course content provided me with the necessary information related to the course topics and provided a good balance between theoretical and practical information.	A) Strongly Disagree B) Disagree C) Agree D) Strongly Agree E) Not Applicable
The text(s) and course content were sufficient in preparing me for the learning activities and successful completion of assignments.	A) Strongly Disagree B) Disagree C) Agree

D) Strongly Agree
E) Not Applicable

The assignment instructions gave clear expectations.

A) Strongly Disagree
B) Disagree
C) Agree
D) Strongly Agree
E) Not Applicable

The amount of reading and number of assignments were appropriate for this course.

A) Strongly Disagree
B) Disagree
C) Agree
D) Strongly Agree
E) Not Applicable

The course enabled me to develop a more complete Christian worldview.

A) Strongly Disagree
B) Disagree
C) Agree
D) Strongly Agree
E) Not Applicable

The course enabled me to develop my communication skills.

A) Strongly Disagree
B) Disagree
C) Agree
D) Strongly Agree
E) Not Applicable

The course enabled me to develop my critical thinking skills.

A) Strongly Disagree
B) Disagree
C) Agree
D) Strongly Agree
E) Not Applicable

A) Strongly Disagree
B) Disagree
C) Agree
D) Strongly Agree
E) Not Applicable

Please describe the strengths of the faculty member.

Please describe recommendations you would suggest to improve the faculty member's performance as an instructor.

Please describe the strengths of the course content.

Please describe the recommendations you would suggest to improve the course content.

Appendix H: Evaluation of Site Supervisor by Student

Liberty University, School of Behavioral Sciences
M.Ed. in School Counseling
EVALUATION OF SITE SUPERVISOR BY STUDENT

Student Name: _____ Date: _____

Field Site: _____

Site Supervisor: _____

Each internship/practicum student should complete this form and submit it to your faculty supervisor. Please give feedback for the supervisor and site by circling the rating that you believe to be most appropriate.

(1) inadequate - (2) adequate - (3) excellent

1. Appropriately performs supervisory functions of teacher, counselor, or consultant.

1 2 3

2. Helps student identify strengths and areas needing improvement.

1 2 3

3. Encourages student exploration of alternative views of client issues.

1 2 3

4. Assists student in case conceptualization.

1 2 3

5. Establishes an atmosphere where questions are invited and viewed as an avenue to professional growth.

1 2 3

6. Provides resources and identifies opportunities for student's professional development.

1 2 3

7. Demonstrates sensitivity to student's individual differences.

1 2 3

8. Supervision contributed to counseling skills improvement.

1 2 3

9. General satisfaction with supervisor.

1 2 3

10. Site facilities were favorable for maintaining confidentiality during counseling sessions.

1 2 3

COMMENTS:

Appendix I: CACREP Core and Specialty Standards and Program Courses

CACREP Core Knowledge/Professional Identity

CACREP Core Knowledge/ Professional Identity Standards	M.Ed. in School Counseling Courses
Professional Orientation and Ethical Practice (G.1.b-j)	EDCE 501 (b – j); EDCE 512 (j); EDCE 522 (a, b, j); EDUC 521 (b); EDCE 611 (b, c, j); EDCE 660 (a-c, f-j); EDCE 661 (a, f, g, i, j); EDCE 698 (j); EDCE 699 I (b, c, h, i, j); EDCE 699 II (b, c, h, i, j)
Social and Cultural Diversity (G.2.a-f)	EDCE 504 (a-f); EDCE 505 (b-c); EDCE 512 (d); EDCE 522 (a-d); EDUC 521 (b); EDUC 600 (c, e); EDUC 604 (a); EDCE 611 (a, c-f); EDUC 622 (e); EDCE 660 (a-f); EDCE 661 (a, b, d-f); EDCE 698 (a-c, e, f); EDCE 699 I (a-c, e, f); EDCE 699 II (a-c, e, f)
Human Growth and Development (G.3 a-h)	EDCE 522 (a, h); EDUC 521 (b, e, f); EDUC 600 (a-h); EDCE 611 (a-h); EDCE 661 (a-c, e, f); EDCE 698 (a-h); EDCE 699 I (a-h); EDCE 699 II (a-h)
Career Development (G.4.a-g)	EDCE 504 (d); EDCE 522 (a-g); EDCE 611 (e, f); EDUC 622 (f); EDCE 661(b–g)
Helping Relationship (G.5. a-g)	EDCE 504 (d); EDCE 505 (a-g); EDCE 512 (b, c, d); EDCE 522 (b, c, d); EDCE 611 (a, b, d, e, g); EDCE 660 (f); EDCE 661 (d, e); EDCE 698 (a-e); EDCE 699 I (a-g); EDCE 699 II (a-g)
Group Work (G.6. a-e)	EDCE 512 (a-e); EDCE 698 (a-e); EDCE 699 I (a-e); EDCE 699 I (a-e)
Assessment (G.7. a-g)	EDCE 505 (a); EDCE 512 (b); EDUC 518 (c); EDCE 522 (b); EDUC 521 (b); EDCE 611 (b); EDUC 622 (a - f); EDCE 661 (b, c); EDCE 698 (b); EDCE 699 I (b); EDCE 699 II (b)
Research and Program Evaluation (G.8. a-f)	EDCE 504 (f); EDCE 512 (a, b, d, e, f); EDUC 518 (b, c, d, e, f); EDCE 611 (d, e); EDCE 660 (a); EDCE 661 (a-f)

CACREP School Counseling Specialty Knowledge Standards

School Counseling Standard	Course(s)
Foundations (A.1-7)	EDCE 501 (A.2, A.4, A.7); EDCE 504 (A.6); EDCE 512 (A.2); EDUC 521 (A.6); EDUC 600 (A.6); EDUC 604 (A.1); EDCE 611 (A.1, A.6, A.7); EDCE 660 (A.1–5); EDCE 661 (A.2)
Counseling, Prevention, and Interventions (C.1-6)	EDCE 504 (C.3); EDCE 505 (C.1, C.5, C.6); EDCE 512 (C.1, C.2, C.5); EDUC 518 (C.2); EDCE 522 (C.1, C.4); EDUC 521 (C.3); EDUC 600 (C.3); EDCE 611 (C.1-4, C.6); EDCE 661 (C.2, C.4)
Diversity and Advocacy (E.1-4)	EDCE 501 (E.1, E.2); EDCE 504 (E.1-4); EDCE 505 (E.4); EDCE 522 (E.2); EDUC 521 (E.1, E.4); EDUC 604 (E.1-3); EDCE 611 (E.2, E.4); EDCE 660 (E.1-3); EDCE 661 (E.3, E.4)
Assessment (G.1-3)	EDCE 504 (G.1); EDCE 505 (G.3); EDCE 512 (G.3); EDCE 522 Career (G.3); EDUC 521 (G.1, G.3); EDUC 600 (G.1, G.2); EDCE 611 (G.1, G.2); EDUC 622 (G. 3); EDCE 660 (G.1); EDCE 661 (G.3)
Research and Evaluation (I.1-5)	EDCE 505 (I.3); EDCE 512 (I.1-5); EDUC 518 (I.1, I.4, I.5); EDCE 611 (I.3, I.5); EDUC 622 (I.4); EDCE 661 (I.1-5)
Academic Development (K.1-3)	EDCE 512 (K.1-3); EDUC 604 (K.1, K.2); EDCE 611 (K.1); EDCE 660 (K.1, K.2); EDCE 661 (K.1-3)
Collaboration and Consultation (M.1-7)	EDCE 504 (M.1-3, M.5); EDCE 505 (M.2, M.4); EDCE 512 (M.3); EDCE 522 (M.3); EDCE 611: (M.3, M.6, M.7); EDCE 660 (M.1-5); EDCE 661 (M.1, M.3)
Leadership (O.1-5)	EDUC 521 (O.2); EDCE 660 (O.1, O.2 O.4, O.5) EDCE 661 (O.2, O.3)

Appendix J: VDOE Matrix and Program Courses

VIRGINIA DEPARTMENT OF EDUCATION PROGRAM MATRIX Liberty University, M.Ed. in School Counseling (Grades preK-12)

ENDORSEMENT COMPETENCIES	COURSES AND EXPERIENCES
1) The ability to support students by cooperatively working with parents /guardians and teachers.	EDCE 660 Principles of School Counseling EDCE 661 School Counseling Program Development & Evaluation EDCE 699 Internship
2) Understanding the principles and theories of human growth and development throughout the life span and their implications for school guidance and counseling.	EDCE 611 Child & Adolescent Counseling in Schools EDUC 521 Foundations of Exceptionality EDUC 600 Human Development Across the Life Span
3) Understanding of the social and cultural foundations of education and implications for school guidance and counseling programs.	EDUC 604 Foundations of Education EDCE 504 Social & Cultural Foundations in Counseling
4) Understanding of life span career development to enhance student achievement.	EDCE 522 Career Development & Counseling EDCE 611 Child & Adolescent Counseling in the Schools EDUC 600 Human Development Across the Life Span
5) Understanding of the skills and processes for counseling students to include: a) Individual and group counseling for academic development	EDCE 505 Counseling Theories & Techniques EDCE 512 Structured Groups EDCE 611 Child & Adolescent Counseling in Schools EDCE 699 Internship
b) Individual and group counseling for career development	EDCE 505 Counseling Theories & Techniques EDCE 512 Structured Groups EDCE 522 Career Development & Counseling EDCE 699 Internship
c) Individual and group counseling for personal/social development	EDCE 505 Counseling Theories & Techniques EDCE 512 Structured Groups EDCE 522 Career Development & Counseling EDCE 611 Child & Adolescent Counseling in Schools EDCE 698 (Practicum) and EDCE 699 (Internship)
6) Understanding of the knowledge, skills, and processes for providing developmental group guidance, including: a) Academic development	EDCE 512 Structured Groups EDCE 611 Child & Adolescent Counseling in Schools EDCE 661 School Counseling Program Development & Evaluation EDCE 699 Internship
b) Career development	EDCE 512 Structured Group EDCE 522 Career Development & Counseling EDCE 611 Child & Adolescent Counseling in Schools EDCE 661 School Counseling Program Development & Evaluation EDCE 699 Internship
c) Personal/social development	EDCE 512 Structured Groups EDCE 611 Child & Adolescent Counseling in Schools EDCE 661 School Counseling Program Development & Evaluation

	EDCE 699 Internship
7) Understanding the skills and processes related to the School Counseling program at the elementary, middle, and secondary levels, including: a) characteristics of learners at the elementary, middle, and secondary levels	EDUC 521 Foundations of Exceptionality EDCE 660 Principles of School Counseling EDCE 661 School Counseling Program Development & Evaluation EDCE 699 Internship
b) program planning	EDCE 660 Principles of School Counseling EDCE 661 School Counseling Program Development & Evaluation EDCE 699 Internship
c) coordination	EDCE 660 Principles of School Counseling EDCE 661 School Counseling Program Development & Evaluation EDCE 699 Internship
d) consultation	EDCE 660 Principles of School Counseling EDCE 661 School Counseling Program Development & Evaluation EDCE 699 Internship
e) staffing patterns	EDCE 660 Principles of School Counseling EDCE 661 School Counseling Program Development & Evaluation EDCE 699 Internship
8) Understanding of the knowledge, skills, & processes of student appraisal and assessment relative to school guidance and counseling programs, including: a) individual assessment	EDUC 622 Educational Assessment & Intervention EDCE 661 School Counseling Program Development & Evaluation EDCE 699 Internship
b) group assessment	EDUC 518 Understanding Educational Research & Assessment EDCE 512 Structured Groups EDCE 698 (Practicum) and EDCE 699 (Internship)
9) Understanding of the counseling professional, including: a) Legal considerations	EDCE 501 Professional, Ethical & Legal Issues in Counseling EDCE 660 Principles of School Counseling EDCE 661 School Counseling Program Development & Evaluation EDCE 698 (Practicum) and EDCE 699 (Internship)
b) Ethical considerations	EDCE 501 Professional, Ethical & Legal Issues in Counseling EDCE 660 Principles of School Counseling EDCE 661 School Counseling Program Development & Evaluation EDCE 698 (Practicum) and EDCE 699 (Internship)
c) Professional issues and standards	EDCE 501 Professional, Ethical & Legal Issues in Counseling EDCE 660 Principles of School Counseling EDCE 661 School Counseling Program Development & Evaluation EDCE 698 (Practicum) and EDCE 699 (Internship)
10) Understanding of the skills and processes of research and evaluation aimed at improving school guidance and counseling programs.	EDUC 518 Understanding Educational Research & Assessment EDUC 622 Educational Assessment & Intervention EDCE 661 School Counseling Program Development & Evaluation EDCE 699 Internship

Appendix K: NCATE/CAEP Matrix

NCATE/CAEP STANDARDS FOR OTHER SCHOOL PERSONNEL PROGRAM MATRIX Liberty University, M.Ed. in School Counseling (Grades preK-12)

Standards	Courses and Experiences
1e: Knowledge and Skills	EDCE 501 Professional, Ethical & Legal Issues in Counseling EDCE 504 Social & Cultural Foundations in Counseling EDCE 505 Counseling Theories & Techniques EDCE 512 Structured Groups EDCE 522 Career Development & Counseling EDCE 611 Child & Adolescent Counseling in Schools EDCE 660 Principles of School Counseling EDCE 661 School Counseling Program Development & Evaluation EDCE 698 (Practicum) EDCE 699 (Internship) EDUC 518 Understanding Educational Research & Assessment EDUC 521 Foundations of Exceptionality EDUC 600 Human Development Across the Life Span EDUC 604 Foundations of Education EDUC 622 Educational Assessment & Intervention
1f: Student Learning	EDCE 512 Structured Groups EDCE 661 School Counseling Program Development & Evaluation EDCE 699 (Internship) EDUC 521 Foundations of Exceptionality
1g: Professional Dispositions	EDCE 505 Counseling Theories & Techniques EDCE 512 Structured Groups EDCE 661 School Counseling Program Development & Evaluation EDCE 698 (Practicum) EDCE 699 (Internship) EDUC 622 Educational Assessment & Intervention

2008 National Council for Accreditation of Teacher Education Standards

Appendix L: Program Conceptual Framework: Knows, Implements, Believes

Course	PLO	Course Title														
			Demonstrates a broad base of professional and general knowledge.	Conceptualizes a broad spectrum of educational precepts, generalizations, practices, dispositions, points of view, and resources.	Integrates skills in speaking, writing, reading, and listening for effective classroom communication, peer leadership, and professional involvement.	Designs and selects a variety of instructional strategies based on the developmental levels and individual needs of the learner.	Applies knowledge of content areas and curriculum goals to design and supervise appropriate instruction.	Manages classroom climate and procedures to motivate students and maximize learning.	Integrates a variety of assessment strategies to improve student learning.	Integrates appropriate technology and resources to support instruction and to facilitate professional development opportunities.	Demonstrates competence as a consumer of research findings and other information technology resources.	Demonstrates skill in critical thinking, problem solving, decision making, and interpersonal skills.	Models personal integrity and sensitivity to human needs.	Enhances the success of all diverse learners, providing for special needs and diverse backgrounds.	Demonstrates behaviors of a reflective practitioner and seeks opportunities for collaboration and professional development.	Exerts confident leadership as well as accepts responsibility in the broad field of education.
Advanced Education Core Courses (15 hrs)																
EDUC 518		Understanding Educational Research and Assessment	R	R	R	E	R	R	R	E	E	E	R	R		
EDUC 521		Foundations of Exceptionality	E	E	E	E	I	E	I	I	I	I	E	E		
EDUC 600		Human Development Across the Lifespan	I	E	I	I	I		I		E	E	E	I	I	I
EDUC 604		Foundations of Education	E	E	E	E	E	E	E	E	E	E	E	I	E	E
EDUC 622		Educational Assessment and Intervention			R				E	R				R	E	
School Counselor Concentration Courses (24 hrs)																
EDCE 501		Professional, Ethical, and Legal Issues in Counseling	E	E	R	I	R	R	E				R	R	E	E
EDCE 504		Social and Cultural Foundations in Counseling	E	E	R	E	R	E	R				R	E	E	E
EDCE 505		Counseling Theories and Techniques	I	E	E	I	E	E	E				R	R	I	E
EDCE 512		Structured Groups	E	E	R	R	R	R	R				R	E	R	R
EDCE 522		Career Development and Counseling	E	E	E	E	E	E	E				R	R	R	R
EDCE 611		Child and Adolescent Counseling in the Schools	E	E	R	E	R	E	R				E	E	E	E
EDCE 660		Principles of School Counseling	I	E	R	E	R		R				E	E	E	E
EDCE 661		School Counseling Program Development and Evaluation	E	E	R	R	R	R	R				E	E	E	R
Professional Courses (9 hrs)																
EDCE 698		School Counseling Practicum	E	R	E	E	E		E				R	R	R	E
EDCE 699		School Counseling Internship	R	R	R	R	R	R	R				R	R	R	R
EDCE 699		School Counseling Internship	R	R	R	R	R	R	R				R	R	R	R

Key:

I – Introduced -- The student begins to develop necessary skills.

E – Emphasized -- The student works to develop necessary skills to the appropriate level of proficiency.

R – Reinforced -- The student works to maintain and enhance skill proficiency.

Appendix M: Field Experience Summary for Practicum

Field Experience Summary (FES) for Practicum: School Counseling Cumulative Field Experience Log

Candidate Name:									
<i>The rows below are for hours earned in the practicum placement during enrollment in EDCE 698. The EDCE 698 practicum occurs in a counseling setting other than the K-12 school setting under the supervision of an experienced, licensed counselor with counselor supervision training. <u>Briefly</u> describe activities that support the columns to the right (diversity, exceptionalities, collaboration).</i>									
Date(s)	Direct Hours	Indirect Hours	Total Hours	Agency/Institution Name, Site Supervisor Name, and Location	Population (s) Served	Christian	Private Practice/ Public	Diversity	Collaboration
Total			A minimum of 150 cumulative hours must be accrued. At least 40 hours must be direct service hours.						
Total Hours									
Direct Hours may consist of small group counseling, individual counseling, client assessment, client intake, and other professional activities interacting face-to-face with clients.									
Indirect Hours may consist of case note-keeping, consultation with counselors, and other professional activities in which counselors engage on a daily basis.									

Field Experience Rubric: School Counseling Practicum

At the conclusion of EDCE 698: School Counseling Practicum, you need to complete the rubric below regarding your practicum experience. This rubric is **completed by you**. All rubric areas must have a minimum rating of “Acceptable” or higher for the practicum course.

Candidate:					Date:	
CACREP Standards	PLO	Setting	2 = Target Full credit	1 = Acceptable Partial credit	0 = Unacceptable Returned/No credit	Rating
IIB1 IIG2a-f	ADV-A 1 ADV-B 4 ADV-C 11-12, 14	Cultural diversity (ethnicity, race, SES, gender, language, urban, rural)	Practicum placement included opportunities to work more than two different aspects of cultural diversity (ethnicity, race, SES, gender, language, urban, rural).	Practicum placement included opportunities to work a minimum of two different aspects of cultural diversity (ethnicity, race, SES, gender, language, urban, rural).	Practicum placement included opportunities to work fewer than two different aspects of cultural diversity (ethnicity, race, SES, gender, language, urban, rural).	
IIG1j, IIG 2a, IIG 2b, IIG2c, IIG 2e, IIG2f, IIG3a-h, IIG5a-e, IIG6a-e, IIG7b, IIG7f, IIG7g, IIIF	ADV-A 1-2 ADV-B 4-5, 8-10 ADV-C 11-14	Total hours for placement	Practicum placement included more than 150 hours .	Practicum placement included a minimum of 150 hours .	Practicum placement included fewer than 150 hours . Completing at least 150 hours is required to complete the practicum course.	
IIIF1	ADV-A 1 ADV-B 8, 10 ADV-C 11-12, 14	Total direct hours for placement	Practicum placement included more than 40 hours in direct service with clients .	Practicum placement included a minimum of 40 hours in direct service with clients .	Practicum placement included fewer than 40 hours in direct service with clients . Completing at least 150 hours is required to complete the practicum course.	
IS	ADV-A 1-2 ADV-C 13, 14	Professional organization /Professional Liability Insurance	Membership and active participation in the American Counseling Association (ACA).	One year of membership in the American Counseling Association (ACA).	NO membership in the American Counseling Association (ACA).	

Appendix N: Field Experience Summary for Internship

Field Experience Summary for Internship: School Counseling Cumulative

Internship Semester: <i>The rows below are for hours earned in school counseling placements during enrollment in EDCE 699. The EDCE 699 internship occurs in an accredited school under the supervision of an experienced, licensed school counselor with counselor supervision training. <u>Briefly</u> describe activities that support the columns to the right (diversity, exceptionalities, collaboration).</i>								
Date(s)	Hours		School Name and Location (at least one elementary and one secondary setting)	School Level and Grade(s) Served	Christian, Public, Other	Diversity	Exceptionalities	Collaboration
	Direct	Indirect						
Elementary HERE								
Secondary HERE								
Total								
Total Hrs=			<i>A minimum of 600 cumulative hours must be accrued with at least 300 hours in each setting each semester: Elementary (K-6) AND Secondary (7-12). At least 240 hours must be "direct" service hours (see below).</i>					

<p>Hours must add up to a minimum of <u>600</u> hours:</p> <p>Internship Elementary _____ (at least 300 hours) Secondary _____ (at least 300 hours)</p> <p>TOTAL DIRECT: _____ (at least 240 hours) TOTAL INDIRECT: _____ TOTAL HOURS: _____</p>	<p>Direct Hours Small group counseling (<u>NOT</u> prior to enrollment in internship course, EDCE 699) Individual counseling (<u>NOT</u> prior to enrollment in internship course, EDCE 699) Classroom guidance/Instruction Meetings where students are in attendance Scheduling Individual student planning Presentations to students Student assessment Other professional activities interacting face-to-face with students</p> <p>Indirect Hours Record keeping Assessment instruments Research Inservices and staff meetings Consultation with teachers, parents, administrator and other school personnel Collaboration with teachers, parents, administrators, and other school personnel Other professional activities in which school counselors engage daily</p>
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Field Experience Rubric: School Counseling

Throughout the program, you need to select field experience settings, professional memberships, and internship and practicum experiences that allow you to complete the requirements on the ***Field Experience Rubric*** below. This rubric is **completed by you**. All rubric areas must have a minimum rating of “Acceptable” for licensure recommendation. One year membership is required in a professional association for your endorsement area (e.g., ASCA, state and local school counseling organizations).

Candidate:						Date:	
VDOE	CACREP	PLO	Setting	2 = Target Full credit	1 = Acceptable Partial credit	0 = Unacceptable Returned/No credit	Rating
SC- 3	IIB1, IIG2a-f, SCA6, IIG3, IIG3c, IIG4d, IIG5, IIG6, IIG7, IIG7f, IIG8f, SCD3, SCE1, SCE3, SCE4, SCF1, SCF3, SCH1	ADV-A 1-2 ADV-B 3-10 ADV-C 11-14	Christian School	Two or more field experiences in Christian school setting. The virtual field experience included in EDCE 660 is considered one experience.	Minimum of one field experience in Christian school setting. The virtual field experience included in EDCE 660 may count toward one experience.	NO field experience in Christian school setting. The virtual field experience included in EDCE 660 may count toward one experience.	
SC- 3	IIB1, IIG2a-f, SCA6, IIG3, IIG3c, IIG4d, IIG5, IIG6, IIG7, IIG7f, IIG8f, SCD3, SCE1, SCE3, SCE4, SCF1, SCF3, SCH1	ADV-A 1-2 ADV-B 3-10 ADV-C 11-14	Public School	Two or more field experiences in public school setting.	Minimum of one field experience in public school setting.	NO field experience in public school setting.	
SC- 3	IIB1, IIG2a-f, SCA6, IIG3, IIG3c, IIG4d, IIG5, IIG6, IIG7, IIG7f, IIG8f, SCD3, SCE1, SCE3, SCE4, SCF1, SCF3, SCH1	ADV-A 1-2 ADV-B 4-10 ADV-C 11-14	Other settings (alternative, private, charter, classical, etc.)	Field experiences with K-12 students in more than two different school settings (alternative, private, charter, classical, other).	Field experiences with K-12 students in two different school settings (alternative, private, charter, classical, other).	Field experiences with K-12 students in fewer than two different school settings (alternative, private, charter, classical, other).	
SC- 3	IIB1, IIG2a-f, SCA6, IIG3, IIG3c, IIG4d, IIG5, IIG6, IIG7, IIG7f, IIG8f, SCD3, SCE1, SCE3, SCE4, SCF1, SCF3, SCH1	ADV-A 1-2 ADV-B 3-10 ADV-C 11-14	Cultural diversity (ethnicity, race, SES, gender, language, urban, rural)	Field experiences with K-12 students who represent more than two different aspects of cultural diversity (ethnicity, race, SES, gender, language, urban, rural).	Field experiences with K-12 students who represent a minimum of two different aspects of cultural diversity (ethnicity, race, SES, gender, language, urban, rural).	Field experiences with K-12 students who represent a fewer than two different aspects of cultural diversity (ethnicity, race, SES, gender, language, urban, rural).	
SC- 3	IIB1, IIG2a-f, SCA6, IIG3, IIG3c, IIG4d, IIG5, IIG6, IIG7, IIG7f, IIG8f, SCD3, SCE1, SCE3, SCE4, SCF1, SCF3, SCH1	ADV-A 1-2 ADV-B 3-10 ADV-C 11-14	Exceptionalities (MR, ED, LD, gifted, other)	Field experiences with K-12 students who represent more than two different categories of exceptionality (MR, ED, LD, gifted, other).	Field experiences with K-12 students who represent two different categories of exceptionality (MR, ED, LD, gifted, other).	Field experiences with K-12 students who represent fewer than two different categories of exceptionality (MR, ED, LD, gifted, other).	

				LD, gifted, other).			
SC - 1	IIG1b, SCM1, SCM7	ADV-A 1-2 ADV-B 3-4, 8-10 ADV-C 11-14	Collaboration (colleagues/specialists, families, community resources)	Field experiences include collaboration with more than three of the following: (colleagues/specialists, families, community resources).	Field experiences include collaboration with all three of the following: colleagues/specialists, families, community resources).	Field experiences include collaboration with fewer than three of the following: colleagues/specialists, families, community resources.	
SC- 3	IIG1b, IIG1c, IIG1h, IIG1i, IIG1j, IIG2a-c, IIG2e-f, IIG3a-h, IIG5a-g, IIG6a-e, IIG7b, IIG7f, IIG7g, SCB1-2, SCD1-5, SCF1-4, SCG1-5, SCJ1-3, SCL1-3, SCN1-5, SCO1-2	ADV-A 1-2 ADV-B 3-10 ADV-C 11-14	Grades PreK-6	Field experiences include more than 100 hours in grades preK-6.	Field experiences include a minimum of 100 hours in grades preK-6.	Field experiences include fewer than 100 hours in grades preK-6.	
SC- 3	IIG1b, IIG1c, IIG1h, IIG1i, IIG1j, IIG2a-c, IIG2e-f, IIG3a-h, IIG5a-g, IIG6a-e, IIG7b, IIG7f, IIG7g, SCB1-2, SCD1-5, SCF1-4, SCG1-5, SCJ1-3, SCL1-3, SCN1-5, SCO1-2	ADV-A 1-2 ADV-B 3-10 ADV-C 11-14	Grades 7-12	Field experiences include more than 100 hours in grades 7-12 setting.	Field experiences include a minimum of 100 hours in grades 7-12 setting.	Field experiences include fewer than 100 hours in grades 7-12 setting.	
SC- 9	IS	ADV-A 1-2 ADV-C 13-14	Professional organizations/Professional Liability Insurance	Membership and active participation in more than one professional organization for school counselors. Active memberships in ACA is required for practicum and membership is ASCA required for internship.			
	IIIG	ADV-A 1-2 ADV-B 3-10 ADV-C 11-14	Total hours for placement	Completed more than 600 hours total, including leading groups.		Did not complete at least 600 hours total . Completing at least 600 hours is required to complete the program.	
	IIIG1	ADV-A 1-2 ADV-B 3-10 ADV-C 11-14	Total direct hours for placement	Completed more than 240 direct hours total.		Did not complete more than 240 direct hours total . Completing at least 240 hours is required to complete the program.	

Appendix O: Rubric for Assessing the Assessment (Part I and Part II)

Part I: Rubric for Assessing the Assessment

Benchmark course:	
Assessment Assessed:	
Instructions: <i>Please rate each statement below as it applies to the assessment instrument.</i>	
<i>Rating scale: 3=Strongly agree 2=Agree 1=Disagree</i>	
Fairness (assess what has been taught)	
	1. The instrument assesses what has been taught and practiced in the course.
	2. The instrument is provided for candidates prior to the assessment.
	3. The instructions indicate scoring method and consequences of assessment.
Accuracy (measure what they purport to measure)	
	4. The instrument measures content that is consistent with aligned standards.
	5. The instrument measures a task appropriate for the standard (i.e. written, performance, observation)
	6. The instrument measures the aligned program learning outcome(s).
	7. The degree of difficulty is appropriate for the level of the course.
	8. Results are supported by performance on related assessments, grades, program completion
Consistency (produce dependable results; would remain constant on repeated trials)	
	9. Training is provided for raters to promote similar scoring patterns
	10. Multiple raters are used with simple studies of inter-rater reliability
	11. Results are compared to other internal/external assessments that measure comparable items.
Avoidance of Bias (remove contextual distractions)	
	12. Instructions and items are worded clearly and print is easy to read.
	13. The instrument is free of racial and ethnic stereotypes, poorly conceived language and task situations, and other forms of cultural insensitivity.
	14. The instrument is scored consistently with vigilant efforts not to discriminate against groups of candidates.

Part II: Rubric for Assessing the Assessment Instructions and Rubric

4-Strongly Agree; 3-Agree; 2-Disagree; 1-Strongly Disagree

Course Prefix	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10

Questions

1. The assignment instructions indicate the scoring method and consequences of assessment.
2. Assignment instructions and items are worded clearly and print is easy to read.
3. The rubric assesses what has been assigned.
4. The rubric measures content that is consistent with aligned standards. (e.g., standards are present in rubric).
5. The rubric measures a task appropriate for the assignment (e.g., written, performance, observation).
6. The rubric measures program learning outcomes. (e.g., program learning outcomes are present in rubric).
7. The degree of difficulty in achieving an advanced score is appropriate for the level of the course.
8. Rubric items are worded clearly and print is easy to read.
9. Rubric is free of racial/ethnic stereotypes, poorly perceived language, and other cultural insensitivities.
10. The rubric is constructed as not to discriminate against groups of candidates.