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I. Welcome and Introduction
Welcome to the School Counseling Program in the Department of Counseling. This Handbook is designed to assist you with your academic and professional plan for completing your Master of Education degree. You will find information pertaining to the department, program policies and procedures, steps in completing your degree requirements, sequencing of courses, general academic expectations and requirements and forms. All students in the program are assigned and must meet with an Academic Advisor to discuss their program of study. Students must also read and will be held accountable for the information pertaining to the degree requirements in the Bowie State University Graduate Catalog. You have chosen a commendable profession and the faculty here will assist you in developing academically, personally and professionally.

We wish each of you a successful university experience.

School Counseling
Program Coordinator

II. University Mission Statement
Bowie State University provides high-quality and affordable educational opportunities at the bachelor’s, master’s and doctoral levels for a diverse student population of Marylanders and the global community. Building on its legacy as the state’s oldest historically black institution, Bowie State is a regional comprehensive university with liberal arts educational programs designed to broaden the knowledge base and skill set of students across disciplines and to enable students to think critically, value diversity, become effective and socially responsible leaders, function competently in a highly technical world, and pursue graduate and professional study.

The University is committed to increasing the number of students who earn advanced degrees in all disciplines, with special focus on computer science, mathematics, business, the health sciences, information technology, the natural sciences, education, and related disciplines. Academic integrity, the common good, constituent needs, market demands, and emerging challenges serve as important bases in the University’s efforts to develop educational programs and improve student access to learning opportunities.

III. University Core Values
Everything we do as a University is directed towards enhancing educational quality and value among the University’s stakeholders. As the university progresses, student academic success, public service, and scholarship are undergirded by the following core values:

**Excellence** Promote a love for learning, discovery, and integration across a wide range of disciplines and interests.

** Civility** Foster an environment in which each individual is valued, can live safely, and can express himself without fear of reprisal.

**Integrity** Promote a sense of justice, trust, consistency, and fair play.

**Diversity** Promote an awareness of and sensitivity toward differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age and disability.

**Accountability** Provide effective and efficient service to all University constituents.
IV. **University Accreditation**

Bowie State University is accredited by the Middle States Association of Colleges and Schools (MSCHE). University departments are accredited by the National Council for the Accreditation of Teacher Education (NCATE), the National Council of Social Work Education (CSWE), the National League for Nursing Accrediting Commission (NLNAC) Accreditation Commission for Education in Nursing (ACEN), Maryland Board of Nursing (MBON), Association of Collegiate Business Schools and Programs (ACBSP), Network of Schools of Public Policy, Affairs, and Administration (NASPAA); and the Computer Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (ABET). The University is a member of the Council of Graduate Schools in the United States and the Northeastern Association of Graduate Schools. The College of Education programs are approved by the Maryland State Department of Education.

V. **College of Education Mission Statement**

The mission of the College of Education at Bowie State University is to prepare instructional leaders of all races who are competent in their content specialty, grounded in the knowledge bases of their discipline, and sensitive to the ethnicity of the students they serve for positions in public and private schools in Maryland and school systems in other states. The College's teacher education program model rests upon a legacy of the best practices in the field of education and upon what research tells us about teaching and learning. Established in September 2000, the College of Education has adopted the following theme for its academic programs: "Preparing Effective and Caring Educators for a Global Society." The College strives through its programs to develop candidates who become academic scholars, skillful instructional leaders, and reflective practitioners in the schools and communities in which they work. It focuses on productivity and accountability of faculty, professional development, and specific development within its three academic departments: the Department of Counseling; the Department of Educational Studies and Leadership; and the Department of Teaching, Learning, and Professional Development.

VI. **Program Mission**

It is the Mission of the School Counseling program to prepare highly skilled, knowledgeable, and competent professional school counselors who are equipped to carry out the roles and responsibilities of professional school counselors who are endorsed by the American School Counseling Association, the Maryland State Department of Education and the Council of the Accreditation of Counseling Education and Related Programs. School Counselors will be skilled in understanding the needs of and working with diverse populations with a myriad of learning styles and abilities. The faculty shall possess the training and experience to prepare students to address the needs of the entire school community as an advocate, leader, consultant and coordinator. The curriculum will provide a range of academic experiences that focus on the changing needs of a diverse population of students Pre K – 12.

VII. **Program Descriptions, Goals, and Objectives**

The Master of Education (M.Ed.) degree program in School Counseling is a 48 credit hour program (or an optional program with 60 credit hours focusing on various specializations). This 48-hour program is designed to prepare counselors to work with children and youth across all levels in schools from kindergarten to high school (P-12). The Master of Education (M. Ed.) program in Professional School Counseling provides a basic understanding of individuals as cultural, economic, physical, psychological and social beings (a) by incorporating multicultural and global perspectives of people in the school, community and the world, (b) by assisting candidates in developing knowledge of counseling theory and practice through classroom and field experiences that are meaningful for their professional growth and development of skills as reflective practitioners, (c) by demonstrating
an understanding of a personal and interpersonal perspective through supporting and upholding the ethical and legal standards of the counseling profession, standards and values of the educational community; further by showing respect for the diversity of all persons, serving the needs of all candidates in helping them to achieve their maximal potential, and (d) by becoming effective practitioners through using technological applications and research to enhance candidates' awareness of educational, career, emotional, social, cultural, psychological/cognitive and physical development. The program integrates the theoretical with the practical by combining academic preparation in the area of behavioral sciences, as well as, related areas of counseling and research with practical experiences relevant to a diverse and multicultural school-age population.

The program in School Counseling, in accordance with the Department of Counseling's mission, advocates equality of opportunity for all Candidates. It is designed to educate counselors in understanding and applying various counseling methods and techniques to aid a multicultural and diverse candidate population with educational, vocational, and personal concerns. This broad approach will permit the counselor to develop a repertoire of methods and select the most appropriate for the particular problem and the specific Candidate. The counselor will accomplish this repertoire of methods in keeping with the Department of Counseling's mission and themes by becoming an academic scholar, effective practitioner and using technological applications; demonstrating an understanding of multicultural and global perspectives of Candidates, special populations, and personal and interpersonal perspectives. Through this program, the counselor obtains a variety of conceptual approaches to counseling and the understanding of social and psychological factors in influencing human development and behavior and addressing the need for social equity and the closing of the achievement gap.

The program strives to prepare highly effective and ethical counseling professionals who will positively impact their students, clients, the counseling profession and the diverse populations they serve in the community. Candidates are expected to demonstrate knowledge, skills and professional dispositions as articulated in the CACREP* standards.

*The School Counseling program is not an approved CACREP program, however, the program content has been aligned to the to the CACREP standards.

1. Candidates are expected to demonstrate in their course work, practicum and internship experiences the knowledge, skills and professional dispositions as articulated in the CACREP eight Common Core Standards*.
   a. Professional orientation and ethical practice
   b. Social and cultural diversity
   c. Human growth and development
   d. Career development
   e. Helping relationships
   f. Group work
   g. Assessment
   h. Research and program evaluation

2. Candidates are expected to demonstrate in their course work, practicum and internship experiences the knowledge, skills and professional dispositions as articulated in the CACREP* School Counseling Program Area Standards.
a. Foundation, Knowledge, skills and practices of the history, roles, functions, professional identity, current models (such as ASCA), effects of diverse contexts and needs, and processes and operational management of the counseling practices.

b. Counseling, Prevention, and Intervention. Knowledge, skills and practices of theories, processes, design, development and implementation of counseling programs, and strategies to manage program effectiveness and impact.

c. Diversity and Advocacy. Knowledge, skills and practices of addressing educational policies, programs, and practices and needs in multicultural settings, able to identify opportunities and maximize impact.

d. Assessment. Knowledge, skills and practices on factors that affect personal, social, and academic functioning, including various forms of needs assessments for academic, career, and personal/social development.

e. Research and Evaluation. Knowledge and skills of current research and promising practices, models and strategies of evaluation, and methods of using data for improvement.

f. Academic Development. Knowledge, skills and practices of concepts, principles, strategies to promote academic success and close achievement gap; utilize curriculum design, instructional and management strategies for teaching counseling and guidance related material.

g. Collaboration and Consultation. Knowledge, skills and practices of theories, models, and processes of consultation in school system settings; strategies to build effective working teams, and methods for collaboration with the communities.

h. Leadership. Knowledge, skills and practices regarding roles of and strategies for effective leadership in design, implementation and evaluation of comprehensive school counseling program and related activities.

i. Candidates are expected to demonstrate in their course work, practicum and internship experiences the knowledge, skills and professional dispositions as articulated in the COE Institutional Standards.

Centered on the theme of Preparing Effective, Caring, and Collaborative Educators, Counselors and Clinicians for a Global Society, the College strives to develop candidates who become academic scholars, reflective practitioners, and collaborative leaders strong commitment to professional dispositions and innovative use of technology in the schools and communities in which they work.

VIII. Program Transition Requirements

T1. Admission

Individuals interested in pursuing the graduate program in School Counseling must qualify for admission to the Graduate School. The following material must be submitted to the Office of Graduate Admissions:

a. Completion of a B.A. or B.S. degree with a minimum grade point average of 2.75 and at least 12 credits in counseling, psychology or a related area.
b. Completed Graduate Application Form with the non-refundable application fee.

c. Submission of three letters of recommendation. Two letters must be from an academic instructor and one letter from an employer/supervisor.

d. Recommendation forms may be obtained from the Office of Graduate Admissions. The letters should address both your academic experiences and/or your experiences working with children and/or adolescents.

e. Submission of a professional CV/Resume reflecting related work or volunteering experiences.

f. Submission of a personal statement. The personal statement must be a typewritten statement not to exceed three single spaced pages in which the following points are addressed:

1. Discuss your knowledge of the school counseling profession

2. Discuss your experience working with school age (P-12) students

3. What personal qualities do you possess that would make you a good school counselor?

   g. Students who meet the above qualifications and are most suitable for admissions to the program will be invited for an interview as the final stage of the admissions process.

Transition II. Core and Foundation

Upon acceptance into the program, candidates are required to complete required 12-18 credit hours, achieving an overall grade point average of 3.25.

Transition III. Advancement to Candidacy

At the completion of 12-18 credit hours in the program, candidates are required to make application for Advancement to Candidacy. The Counseling Faculty at this point reviews each application. If candidates have a 3.25 grade point average and are recommended by at least two members of the full-time faculty, they are advanced to candidacy in the degree program.

Transition IV. Program Exit

Candidates are required to complete ten (10) hours of professional development activities (PDA) in the community for each 3 credit hour course. In addition, candidates participate in field experiences in the schools throughout the program, complete a school practicum field experience (100 clock hrs.) and an internship field experience (600 clock hrs), pass a written comprehensive examination, develop a Comprehensive School Counseling program and conduct a research study on a contemporary issue in schools, to be presented as a seminar paper/master thesis.

IX. Professional Dispositions

Candidates are evaluated on professional work characteristics by field supervisors on the practicum and internship evaluation forms. Also, faculty provides ongoing feedback to candidates on dispositions during personal discussions and in other settings which showcase classroom projects, presentations, and professional development activities.

X. Program of Study

A quality degree program is not an accumulation of credit hours, but it is a carefully developed sequence of educational activities and experiences designed to help you achieve the specified objectives of the program. Thus, it is extremely important to properly sequence your program.
You should complete the first level courses prior to advancing to the second level courses and so forth as indicated on the sequencing sheet. Some courses require prerequisites and these are necessary in order for Candidates to satisfactorily perform in the specified courses. Students need to complete a program of study form and submit it to their advisor for signature. The Dean of Education and the Graduate School Dean must also sign the program of study. The student receives a copy of the signed program of study. Students are required to maintain a copy of the program of study, as the approved program of study for completing the program. Of the student change major or tracks, the student need to submit a new program of study. The student cannot graduate without an approved program of study for the program the student is to complete.

The Adlerian option, counselors learn a wide variety of counseling strategies, psychological approaches to human behavior, means of identifying mistaken convictions and notation about life, means for acquiring responsible behavior patterns, classroom discipline and management strategies, life style assessment techniques, family constellations, early recollection interpretations, and proven principles of parenting for responsible and productive children. The Adlerian philosophy also provides for corrective measures to acting out behaviors of young children, both in the home and in school settings; mediation of violence and conflicts; insight and understanding of personality or life style formation; and thematic interpretation of goals and purposes of one’s behavior for counseling methodology.

The Eclectic option, in accordance with the mission of the University advocates equality of opportunity for all students. It is designed to educate counselors in understanding and applying various counseling methods and techniques to aid school-age students with educational, vocational, and personal concerns. This option will permit the counselor to develop a repertoire of methods and select the most appropriate for the particular problem and the specific individual. Through this option, counselors learn a variety of conceptual approaches to counseling and the understanding of social and psychological factors in influencing human development and behavior.

### Transition 1: Admission

Complete BSU and Program Admission Requirements
- Overall GPA Requirement of 2.75 or above
- Admission Portfolio: Personal Statement: Interpersonal, Writing Skills, Academic Background & Experience (CV/Resume), Academic Transcript(s), and Candidate Interview

### Transition 2: Core Foundation

<table>
<thead>
<tr>
<th>Level One</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 502</td>
<td>Principles and Philosophy of Counseling</td>
<td></td>
</tr>
<tr>
<td>PSYC 603</td>
<td>Mental Hygiene for Children and Youth</td>
<td></td>
</tr>
<tr>
<td>EDUC 507</td>
<td>Advanced Human Growth &amp; Development</td>
<td></td>
</tr>
<tr>
<td>COUN 633</td>
<td>Multicultural Counseling</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level Two</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 734 / 730</td>
<td>Counseling Theory and Practice or Adlerian Theory and Other Theories</td>
<td></td>
</tr>
<tr>
<td>COUN 706</td>
<td>Introduction to Research</td>
<td></td>
</tr>
</tbody>
</table>
XI. Practicum and Internship Requirements

1. Practicum

COUN 836 Practicum in School Counseling is designed and designated for those Candidates who are enrolled in the Masters of Education degree (M.Ed.) program. Candidates must complete all courses in their program of study prior to entering COUN 836 with the exception of COUN 861 Seminar in School Counseling. Candidates must have also passed the Comprehensive/Qualifying Examination prior to enrolling in COUN 836.

The School Counseling program at Bowie State University was developed to meet the needs of its degree-seeking Candidates. In so doing, the School Counseling program adheres to the Maryland State Department of Education’s Certification requirements and the Council for Accreditation of Counseling and Related Educational Programs (CACREP*) guidelines and standards.

*The School Counseling program is not an approved CACREP program, however, the program content has been aligned to the to the CACREP standards.

If the Candidate is unable to complete the hours and satisfactorily demonstrate both
academic and professional competencies during COUN 836, the Candidate MUST register for COUN 805 Practicum Advisement, to be able to satisfactorily complete the practicum experience. COUN 805 is one (1) credit hour.

All Candidates in the School Counseling program must attend a Field Placement Orientation the semester prior to enrollments in COUN 836. Candidates failing to attend the Field Placement Orientation one semester prior to enrollment in COUN 836 will not be permitted to complete the course or receive a field placement.

During the Field Placement Orientation, Candidates must complete all required Placement Applications and documents (See Appendix). Please note, all Practicum placement arrangements and procedures must be executed by the Field Placement Coordinator.

Dates for the Field Placement Orientation will be posted on the School Counseling and Counseling Department Bulletin Board located in the CLT building and announced through the Counseling Department listserv.

2. Internship
COUN 837 Internship in School Counseling is designed and designated for those Candidates who are enrolled in the Masters of Education degree (M.Ed.) program. Candidates must complete all courses in their program of study prior to entering COUN 837 with the exception of COUN 861 Seminar in School Counseling. Candidates must have also passed the Comprehensive/Qualifying Examination prior to enrolling in COUN 837 and completed Practicum in School Counseling COUN 836.

All Candidates in the School Counseling program must attend a Field Placement Orientation the semester prior to enrollments in COUN 837. Candidates failing to attend the Field Placement Orientation one semester prior to enrollment in COUN 837 will not be permitted to complete the course or receive a field placement.

During the Field Placement Orientation, Candidates must complete all required Placement Applications and documents (See Appendix). Please note, all placement arrangements and procedures must be executed by the Field Placement Coordinator.

Dates for the Field Placement Orientation will be posted on the School Counseling and Counseling Department Bulletin Board located in the CLT building and announced through the Counseling Department listserv.

3. Grading
Candidates will receive either a Passing (P) or Failing (F) Grade for the Practicum in School Counseling. Successful completion of 600 hours, a satisfactory evaluation from the field supervisor and the university supervisor are required to receive a passing grade. If the Candidate is unable to complete the hours and satisfactorily demonstrate both academic and professional competencies during COUN 837, the Candidate MUST register for COUN 805 Advisement, to be able to satisfactorily complete the internship experience. COUN 805 is one (1) credit hour.

iSuccess/Task Stream Statement
To ensure success throughout the academic program, the COE has implemented the iSuccess, powered through Taskstream, as its assessment and accountability system that tracks candidate performance, program quality, and unit operations. Candidates are
expected to meet a set of performance criteria throughout the programs of study, which include course-embedded and field-based signature assignments (SAs) as well as surveys. The assessments are strategically designed to measure candidate competencies as articulated in national, state and professional standards. The SAs and surveys mandatory for course completion. Final grades will be held until satisfactory completion of these requirements through iSuccess/Taskstream.

XII. Program and University Policies & Procedures

1. Endorsements
   The School Counseling program is structured according to the guidelines and standards of the American School Counseling Association, the Council of the Accreditation of Counseling Education and Related Programs and the Maryland State Department of Education. The School Counseling Program is certified by the Maryland State Department of Education for meeting the state requirements. The program is guided by the standards of the Council of the Accreditation of Counseling Education and Related Programs* and the roles and responsibilities of the professional school counselor as set out by the American School Counseling Association. The School Counseling program is also considered a National Board of Certified Counselors approved graduate program. The School Counseling program provides a dual purpose; with the addition of 12 credits, candidates also meet the requirements for licensure as a Maryland State Licensed Clinical Professional Counselor and are eligible to sit for the National Counselor Exam.

   *The School Counseling program is not an approved CACREP program, however, the program content has been aligned to the to the CACREP standards.

2. Retention
   All candidates must advance to candidacy in order to move on in the program. According to university policy, candidates must secure a grade point average (GPA) of 3.25 within the first 12-18 semester hours of coursework in order to advance. In addition, school counselor’s applicants must pass faculty review which includes a review of the portfolio and candidate dispositions. If candidates do not advance, the candidate will meet with their advisor to develop a plan of action (via Academic Progress Form per Graduate School policy). They will be allowed to take up to 9 additional semester hours of coursework to re-apply and advance to candidacy. After that time, candidates who lack sufficient aptitude or who fail to show evidence of serious purpose may be requested to withdraw from the program.

   Per policy of the graduate school, candidates must maintain a 3.00 grade point average each semester prior to and after advancement to candidacy. If they fall below, the candidate will be placed on academic probation. The candidate will meet with their advisor to develop a plan of action which is documented on the Graduate School’s Academic Progressive Plan form. After completing 9 additional credits, the candidate will be re-evaluated to determine if they have regained a cumulative GPA of 3.00. If they have, the candidate will be restored to good standing. If they have not, per graduate policy, candidate will be dismissed from the program. Dismissed candidates may re-apply to the school counseling program after sitting out at least one semester (i.e., fall or spring). These individuals must make a formal request to the Graduate School and the school psychology program to be reinstated. These individuals will also be asked to re-interview with the School Counseling Admission’s committee. The committee will make a final determination regarding re-admittance into the program. Please see the graduate catalog for policy regarding retention and dismissal.
3. **Academic Appeal Policy**

Students desiring to ask for an exception to the requirements of the University should address appeals to the Dean of the respective School.

Students with grievances concerning other matters, including course grades, should address the appeals to the Assistant to the Provost for Graduate Studies, after exhausting all remedies available in the originating school. Such appeals must be filed no later than mid-semester following the semester in which the alleged offense occurred.

4. **University Policies and Procedures**

All candidates are expected to review the graduate catalog for a full explanation of all university and graduate policies and procedures.

**Student Code of Conduct**

Students are expected to conduct themselves in a manner which is consistent with the Core Values (Excellence, Civility, Integrity, Diversity, and Accountability), purpose, goals, and objectives of Bowie State University. In particular, all students have the privilege to learn, subject only to their own initiative and ability, uninhibited by the behavior of others. The University reserves the right to deny admission to any applicant, to discontinue the enrollment of any student, or to withhold the degree of any student if, in the opinion of University authorities, a student’s behavior is in continuous or serious violation of the Student Code of Conduct established by the faculty, students, and administration and published in the Student Handbook. Academic honesty, as defined in the Student Handbook, is required of all students.

**Academic Integrity**

University Policy Regarding Academic Honesty Students are expected to conform to a strict standard of academic honesty. Cheating on examinations, plagiarism, unauthorized collaboration with others on assignments, submitting without authorization duplicate assignments for credit in more than one course, and improper acknowledgment of sources of material are intolerable offenses that carry serious penalties.

**Policy on Plagiarism**

Plagiarism is the act of representing another’s ideas, words, or information as one’s own. Every student writing a paper should be aware of the following principles. a. All directly quoted materials must be identified as such by quotation marks. The source(s) of this material must be acknowledged. b. When borrowed ideas or information is not directly quoted by a student, the student should have so assimilated this material that it is indeed being expressed in his/her own words. However, just as in the case of direct quotations, the sources of such borrowed ideas or information must be acknowledged. c. The sources of ideas or information lying well within the realm of common knowledge (i.e., material that would be known by anyone familiar with the subject under discussion) need not be acknowledged.

Students guilty of plagiarism are subject to severe penalties, ranging from failure for the assignment to failure in the course or, in extreme cases, dismissal from the University. The instructor, in consultation with the Departmental Chair and the College Dean, shall determine the appropriate sanction to be imposed. Students appealing the imposed sanction must present their appeal in writing to the Provost for a final resolution.

**Academic Dishonesty/Plagiarism**

Academic dishonesty is defined to include any form of cheating and/or plagiarism.
Cheating includes, but is not limited to, such acts as stealing or altering testing instruments; falsifying the identity of persons for any academic purpose; offering, giving or receiving unauthorized assistance on an examination, quiz or other written or oral material in a course; or falsifying information on any type of academic record.

Plagiarism is the presentation of written or oral material in a manner which conceals the true source of documentary material; or the presentation of materials which uses hypotheses, conclusions, evidence, data, or the like, in a way that the student appears to have done work which he/she did not, in fact, do. This course will use the resources of safe assign, which searches the web for possible plagiarism and is over 90% effective. In cases involving academic dishonesty, a failing grade or a grade of zero(0) for either an assignment and/or a course may be administered. Students who are expelled or suspended for reasons of academic dishonesty are not admissible to other institutions within the University System of Maryland.

**Falsification of Information**
Falsification of information includes any form of providing false or misleading information, written or oral, in a manner which has the intent or effect of deceiving authorized University personnel, including members of judicial hearing panels, or of altering or falsifying official institutional records. Misrepresentation of oneself or of an organization as an agent of the University will also be considered a violation of this section. Any student who commits any of the above is subject to discipline as outlined in the Student Code of Conduct and by Bowie State University.

**Network System Misuse and Dishonesty**
The University considers any misuse of its software programs to be a serious offense. A student may not attempt to degrade the performance of the software programs, to seek to penetrate its security, or in any way deprive other users of resources or access to the computer. Further violations include, but are not limited to, (a) using a computer account belonging to another individual without the explicit permission of that individual; (b) tampering with the operation of the University’s software programs including both its equipment and its software; (c) using the system for commercial purposes; (d) using the network system to send abusive, obscene, or otherwise harassing communications.

**Copyright Notice**
The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner’s rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such materials is only appropriate when that usage constitutes “fair use” under the Copyright Act. As a BSU student, you are required to follow the institution’s copyright policy.

**Email Use**
The University has adopted email as the primary means for sending official communications to students. Academic advisors, faculty, and campus administrative offices use email to convey important information and time-sensitive notices. All enrolled students are provided a University email address. Students are responsible for keeping their email address up to date or for forwarding email to another address. Failure to check email, errors in forwarding email, and returned email due to mailbox full or user unknown situations will not excuse a student from missing announcements or deadlines. All major status notifications are communicated for graduates come to Bowie student email.
Dropping a Class/Withdrawal

Dropping a Class: Students who wish to drop a course(s) may do so through Bulldog Connection self-service during open enrollment and during the drop period only. If students drop a course during the drop period, this means that all entries for the course are dropped completely from their transcript. It is students’ responsibility to view their schedule on Bulldog Connection and make sure their schedule is correct. The last day on which courses may be dropped is published in the Academic Calendar for each semester/term. All courses in which students are enrolled after the final drop date will be entered permanently on their academic record.

Withdrawal from Class

Students wishing to receive a course refund are responsible for officially withdrawing. Withdrawal procedures begin in the Office of the Registrar. The date the withdrawal is received determines the amount of refund. Students withdrawing from the University after completing registration are not entitled to the refund of any fees. Refunds for all courses offered whether 16-week, 8-week, weekend or workshop format shall be awarded based upon a schedule established by the Office of Student Accounts for each semester.

Incomplete “I” Grade

For Graduate Students, an “Incomplete” is used only in exceptional circumstances. Students who receive a grade of Incomplete (I) have one academic year from the date of the end of the semester in which the course was taken to have the grade changed. If a grade of incomplete (I) is not changed after one year, it automatically converts to an "F".

Class Cancellation

When severe weather creates hazardous road conditions in the area or response to other emergencies, classes may be canceled or postponed. Notice of cancellation will broadcast on the following radio and television stations: 680 AM (WCBM-Baltimore); 1430 AM (WNAV-Annapolis); 1300AM (WFBR-Baltimore); 630 AM (WMAL-DC); B-104 FM (Baltimore); 1500 AM and 107.7 FM (WTOP-DC); Channel 2 (WMAR-ABC, Baltimore); Channel 4 (WRC-NBC, Washington); Channel 5 (WTTG-Fox, Washington); Channel 7 (WJLA-ABC, Washington); Channel 9 (WUSA-CBS, Washington); Channel 11 (WBAL-NBC, Baltimore); Channel 13 (WJZ-CBS, Baltimore).

BEES

All students are to sign up for BEES (Bowie State University Electronic Emergency System). BEES registration is located on the homepage of the Bowie Website.

XIII. Professional Organizations, Resources, and Engagement

Opportunities  School Counseling Student Advisory Board

The School Counseling Program students participate in an advisory board comprised of students within the program. The Advisory board provides a forum for discussing, advocating and promotion the school counseling profession. The board meets the second Tuesday of every month in the Center for Learning and Technology second floor conference room. The meetings are open to all school counseling students.

Graduate Student Association
Bowie State University's Graduate Student Association (GSA) invites graduate student involvement in the campus academic community. Students in the Graduate School are represented collectively by the Graduate Student Association, which provides a forum for students to address issues across the Graduate School and University. The GSA office is located in the Library Room #1126, the phone number is 301-860-3310. For more information visit the website at

**Student Adlerian Society (SAS)**

An organization for both Eclectic and Adlerian students, that focuses on Alfred Adler and his concepts. The Society does a lot of community work for the graduates students by providing networking opportunities for future counselors, workshops, annual conferences, PDA hours and much more. The focus of SAS is to help develop well-rounded counselors for both focuses, Eclectic and Adlerian. Each Spring SAS puts on a conference in which faculty and students present on current topics that affect the local and global community. For more information, contact SAS at student_adlerian@hotmail.com

**Chi Sigma Iota Honor Society, Mu Chapter**

Chi Sigma Iota Honor Society is the international honor society for students, professional counselors and counselor educators established at Ohio University in 1985. Their mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. [http://www.csi-net.org/](http://www.csi-net.org/)

Requirements for Membership:

1. Enrollment in the School Counseling Program
2. Must have completed 15 credit hours
3. Must have a 3.5 GPA or better

**XIV. Student Academic and Disposition Process (Effective Fall 2014)**

The student in the Mental Health Counseling Program and the School Counseling Programs are monitored throughout the program to maximize their potential for success. The process is 5 tiered.

1. Students are screened during the admission process. In Mental Health Counseling, students are paper screened when they submit their applications. First, they are screened at the graduate Admission’s Office and then by the Mental Health Counseling Program Admission’s committee. They must have a GPA that is 3.0 or above and provide answers to the narrative questions which are reviewed by the admissions committee. If in range, they are offered admission into the program.

The admissions process in School Counseling is slightly different. All other tiers are the same. School Counseling students are also paper screened by the graduate Admissions Office and the School Counseling Admissions Committee. Students who do not meet the program expectations may be eliminated at either round of the paper screening. The School Counseling Admissions Committee then interviews students who are moved forward after the two rounds of paper screening. All interviewees are asked the same questions and the responses are scored on a rubric. Students who pass the interview are admitted into the program.
2. In the second tier, students attend classes. All classroom professors have an incident report form which is called the Student Professional Development Recommendation (SPDC). All classroom (see form). Professors are to fill out an SPDC form on any student who is having a professional or academic problem. These forms are moved forward to the Department Chair. It is then moved forward to the advisor or to the full faculty for remediation depending on the severity of the issue.

3. At Advancement to Candidacy the file is pulled to see if there has been any incidents and remediation. The student must submit an application with a picture and the GPA at 12-18 hours in the program. A form evaluating their dispositions is collective filled out by the faculty. If there is a problem, the student is referred to the advisor for remediation. If the student has the requisite GPA and dispositions, they are Advanced to Candidacy.

4. All students are reviewed again during and at the end of Practicum. Practicum is 100 hrs for the School Counseling Program and 200 hours for the Mental Health Counseling Program. Formative and Summative evaluations are completed by the On-site Professional School Counselor who supervises the student and, the Individual University Practicum Supervisors who listens to their tapes and provides one-to-one or one-two supervision. Students also reflect and submit a form at the mid-term and final portions of the Practicum. All forms are review with the Professor of the course and a decision is made about whether the student is ready to move forward. The professor gives the final grade. A final grade of Pass is given to student who are allowed to move forward to internship. A remediation plan is put in place for students who are having difficulty at this level.

5. The last tier of this process occurs during Internship. School Counseling students have one Internship (600 hrs) and Mental Health students have two Internships (400+400 hrs). Students must complete the signature assignments for this course(s); the assignments vary by program. Additionally, supervisors and class professors fill out a Formative and Summative evaluations. The final grade is given by the professor. If a student is having difficulty at this point, a remediation plan can be put in place. This usual includes addition supervised hours. The final part of the exiting process includes a reviewed by the registrar’s office, completion of a contact information sheet and the student’s evaluation of their placement.
XV. Contact Information

Dr. Roselyn Green’s information that you have listed
Chair, Department of Counseling and Associate Professor
Room 277 Center for Learning and Technology
Bowie State University
301-860-3234 phone
301-860-3154 fax
Email: rgreen@bowiestate.edu

Kimberly T. Mills, PhD
Assistant Professor, Department of Counseling CLT,
Room 257 Center for Learning and Technology
Bowie State University
14000 Jericho Park Road Bowie, Maryland 20715-9465 301-860-3233 phone
301-860-3154 fax
Email: kmills@bowiestate.edu

Consuella, Broome
Clerk Typist in Department of Counseling
Room 278 Center for Learning and Technology,
Bowie State University
301-860-3367 phone
301-860-3154 fax
Email: cbroome@bowiestate.edu
## Bowie State University College of Education

### School Counseling Program

#### Program of Study – Adlerian Concentration

<table>
<thead>
<tr>
<th>Name:</th>
<th>Student ID Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>Enrollment Date:</td>
</tr>
<tr>
<td>Program:</td>
<td>Program: School Counseling</td>
</tr>
<tr>
<td>Telephone: (H)</td>
<td>Concentration: Adlerian</td>
</tr>
<tr>
<td>(W)</td>
<td>Advisor:</td>
</tr>
<tr>
<td>Email:</td>
<td>Email:</td>
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</table>

### Transfer Courses

(An official transcript(s) must be on file with the Graduate Registrar. A copy of the transcript(s) must be attached to this form.)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Institution</th>
<th>Semester/Year</th>
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<tbody>
<tr>
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</table>

### Prerequisites

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PSYC</td>
<td>502</td>
<td>Principles &amp; Philosophies of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>2. EDUC</td>
<td>507</td>
<td>Adv. Human Growth &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>3. COUN</td>
<td>633</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>4. PSYC</td>
<td>603</td>
<td>Mental Hygiene</td>
<td>3</td>
</tr>
<tr>
<td>5. COUN</td>
<td>702</td>
<td>Intro to School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>6. SPED</td>
<td>511</td>
<td>Special Education Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>7. COUN</td>
<td>608</td>
<td>Career Counseling &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>8. PSYC</td>
<td>730</td>
<td>Adlerian Theory and Other Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>9. COUN</td>
<td>610</td>
<td>Appraisal, Assessment &amp; Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>10. PSYC</td>
<td>780</td>
<td>Legal and Ethical Issues in Therapy</td>
<td>3</td>
</tr>
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<td>Introduction to Research</td>
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</tr>
<tr>
<td>12. COUN</td>
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<td>Group Counseling</td>
<td>3</td>
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<tr>
<td>13. COUN</td>
<td>840</td>
<td>Counseling Children &amp; Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>14. COUN</td>
<td>836</td>
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<tr>
<td>15. COUN</td>
<td>837</td>
<td>Internship in School Counseling (600 hrs)</td>
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</tr>
<tr>
<td>16. COUN</td>
<td>861</td>
<td>Seminar in School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>17. COUN</td>
<td>799</td>
<td>Comprehensive Examination</td>
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</table>

**Total:** 48

### Advancement to Candidacy

A Grade Point Average of 3.25 or better has to be attained when a student has between 12 – 18 credits hour
Expiration Date: ______________________

Signatures:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Advisor:</td>
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<td>Date:</td>
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<tr>
<td>Graduate School Dean:</td>
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</table>

*Revived 10/14/09*
# School Counseling Program Manual

## Program of Study – Eclectic Concentration

<table>
<thead>
<tr>
<th>Name:</th>
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</thead>
<tbody>
<tr>
<td>Address:</td>
<td>Enrollment Date:</td>
</tr>
<tr>
<td></td>
<td>Program: School Counseling</td>
</tr>
<tr>
<td>Telephone: (H)</td>
<td>Concentration: Eclectic</td>
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<tr>
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</tr>
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</table>
## Practicum and Internship Requirements

<table>
<thead>
<tr>
<th>Practicum 100 Hours</th>
<th>Internship 600 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minimum of 40 hours of direct service* to students, teachers, and parents. The remaining 60 hours can be indirect service activities (e.g., observations, planning, supervision)</td>
<td>A minimum of 240 hours of direct service* with students, including group work. The student will spend approximately 16 hours per week in a school setting and begin to perform duties in the role of a professional school counselor. Students MAY NOT complete internships where they are employed</td>
</tr>
<tr>
<td>A minimum of one hour per week of supervision (individual or triadic) with a university or site supervisor</td>
<td>A minimum of one hour per week of individual supervision at the site.</td>
</tr>
<tr>
<td>An average of one and one half (1 ½) hours per week of group supervision that is provided on a regular basis over the course of the student’s practicum by a university supervisor</td>
<td>An average of one and one half (1 ½) hours per week of group supervision that is provided on a regular basis over the course of the student’s internship by a university supervisor</td>
</tr>
<tr>
<td>Mid-semester and Final evaluation of student performance</td>
<td>Mid-semester and Final evaluation of student performance</td>
</tr>
<tr>
<td>Submission of at least one audio/visual recording of work with student/s at site</td>
<td>Submission of two audio/visual recordings of work with students at site.</td>
</tr>
</tbody>
</table>

**Notes:**

- Practicum and Internship Course Forms and Application Process: All students in field experiences must complete and turn in the required forms throughout their experiences. All forms can be found in this handbook. Students need to print the forms out and complete them, or hand them to the appropriate individual to complete. Once completed, the forms need to be turned in to their university supervisor or the Field Placement Coordinator (see table below for clarification). Students are also required to keep a log of the direct and indirect clock hours acquired during their field experiences. Copies of the log must be submitted weekly for university and site supervisor signatures. We strongly encourage students to keep copies of their logs for future use (e.g. licensure and certification applications).
PRACTICUM MATERIALS
Dear Site Supervisor:

We are grateful that you have agreed to work with the Bowie State University School Counseling Program as a Site Supervisor. The purpose of the field experience is to provide Candidates the opportunity to gain and demonstrate their knowledge of various counseling theories, concepts, techniques, and strategies in a school under the supervision of a professional school counselor. Candidates in School Counseling Practicum placements are required to complete 100 hours over a minimum 10 week academic term, with 40 clock hours of direct service to students.

All Candidates have professional liability insurance coverage unless the Candidate is covered by liability insurance provided by your facility. This agreement in no way implies a liability of your organization with respect to future certification, professional success, or career development of the Candidate.

We look forward to working closely with you and hope that the placement of our Candidate in your facility will be mutually advantageous. The placement is a major part of the academic preparation. Our program is modeled according to MSDE, CACREP and ASCA. There are several activities that our students must experience

1. One hour per week of individual supervision
2. Development of an audio/video recording of an individual counseling session with a student.
3. Classroom guidance activities
4. Individual and group counseling activities
5. Opportunity to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).

There are activities in which we prefer they do not partake such as the following

1. Lunch duty, unless for observation of students or meetings with students.
2. Substitute teaching, holding classrooms when teachers are absent.
3. Any activities which require disciplinary measures.
4. Individual learning plans as a major responsibility.

It is our desire to visit each site and observe the candidate at least once during each field experience. We look forward to meeting with you to discuss our Candidate's activities. However, if at any time you may have concerns about attendance and/or the candidate’s inability
to complete tasks as assigned; please contact the either the University Instructor or Program Coordinator, Dr. Kimberly Mills, immediately.

Enclosed you will find the Evaluation Form which is to be completed by you along with a form for remuneration for your services. Please place these forms in a sealed envelope and return it to the Candidate at the end of the placement.

Thank you again for your willingness to partner with us in the professional development of our School Counseling Candidates.

Sincerely,

Program Coordinator
Kimberly T. Mills, Ph.D.
kmills@bowiestate.edu
(301) 860-3233 (office)

________________________________________________________________________

Bowie State University Professor

________________________________________________________________________

Email

________________________________________________________________________

Phone Number
PREPARE IN DUPLICATE

BOWIE STATE UNIVERSITY
DEPARTMENT OF COUNSELING

APPLICATION FOR SCHOOL COUNSELING PRACTICUM PLACEMENT

Date: ______________

Candidate’s Name: ____________________________________________

Candidate’s Address:  __________________________________________

Telephone: (H)__________ (W)___________ Social Security #: ____________

Email Address: ________________________________________________

Semester of Placement: _______________________

School District Requested: ________________________________

School Level Requested: 1ST Choice________________ 2nd Choice____________

School Requested: ____________________________ Geographical Area _________

_______________________________________________________________
Signature of Chair/Faculty Coordinator

______________________________________________________________________

CONFIRMATION

Approved _______ School Assigned: ________________________________

Disapproved _______ Counselor Assigned: ____________________________

Person at school to whom to report: _________________________________

School Address: _______________________________ Phone No. __________

Approved: ___________________________ Date: ______________

Placement Coordinator

Bowie State University Practicum Supervisor: __________________________

Please fax form to 301-860-3154)
APPLICATION FOR SCHOOL COUNSELING PRACTICUM PLACEMENT

NAME: ______________________________________________________________

ADDRESS: __________________________________________________________

SS#: ___________________________ DATE: _____________________________

PHONE#: (H)______________ (W)______________ (C) ________________

Please check one: Adlerian Track __________ or Eclectic Track __________

Please place a check mark next to each courses that you have completed in the School Counseling program.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 502</td>
<td>Principles and Philosophy of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 603</td>
<td>Mental Hygiene</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 507</td>
<td>Human Growth &amp; Development (Adv.)</td>
<td>3</td>
</tr>
<tr>
<td>COUN 633</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 702</td>
<td>Introduction to School Counseling</td>
<td>3</td>
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<tr>
<td>SPED 511</td>
<td>Special Education Perspective</td>
<td>3</td>
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<td>COUN 608</td>
<td>Career Counseling and Development</td>
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</tr>
<tr>
<td>PSYC 734</td>
<td>Counseling Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 730</td>
<td>Adlerian Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 780</td>
<td>Legal &amp; Ethical Issues</td>
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<td>COUN 610</td>
<td>Appraisal, Assessment &amp; Evaluation</td>
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<td>EDUC 706</td>
<td>Introduction To Research</td>
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<td>COUN 731</td>
<td>Group Counseling</td>
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<tr>
<td>COUN 840</td>
<td>Counseling Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>COUN 836</td>
<td>Practicum in Guidance and Counseling</td>
<td>3</td>
</tr>
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<td>COUN 861</td>
<td>Seminar in Guidance and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 837</td>
<td>Internship in Guidance and Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

Total credit hours completed to date: ______

Please list any additional courses you have completed in the Graduate Counseling programs:

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
A. BIOGRAPHICAL SKETCH

Name: ____________________________________________________________

Current Address: __________________________________________________

Telephone Number (Home):__________(Work):__________ (Cell)__________

TEACHING EXPERIENCE

I have_____ years of teaching experience in an elementary school setting, a middle school setting, or a high school setting. My teaching experience was completed in the__________________ city/town in the state of:______________________________.

COUNSELING EXPERIENCE

I have_____ years of counseling experience in a school setting or in an agency setting in the following areas:

____ Individual Counseling  ____ Group Counseling
____ Marital Counseling  ____ Family Counseling
____ Art Therapy  ____ Counseling Children
____ Working with the intellectually deficit  ____ Multicultural Counseling
____ Drug and Alcohol Counseling  ____ Academic Counseling
____ Career Counseling  ____ Other:

__________________________________________________________

AWARDS, RECOGNITIONS AND HONORS INCLUDE:

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
PROFESSIONAL MEMBERSHIPS INCLUDE:

B. EXPECTATIONS OF COUNSELING PRACTICUM EXPERIENCE

As a Practicum Candidate, I wish to obtain experience in the following areas:

1. Group Counseling
2. Classroom Group Guidance
3. Individual Counseling
4. Career Workshops/Career Days
5. Special programs for Candidates (i.e. drug and alcohol counseling, male and female issues)
6. Create and develop workshops and seminars
7. Administrative activities
8. Mediation
9. Counseling/Teacher workshops or meetings
10. Candidate/Parent Conferences
11. Conflict Resolution
12. Developing a counselor resource bank
13. Professional Development workshops/activities
14. Collaborative Partnerships
15. Developing and participating in activities for at-risk Candidates
16. Developing programs and participating in activities for Candidates with special needs
17. Address Diversity
18. Crises Intervention
19. 
20. 
BOWIE STATE UNIVERSITY
DEPARTMENT OF COUNSELING

PLAN AND EXPECTATIONS FOR COUNSELING PRACTICUM PLACEMENT

THIS FORM IS TO BE COMPLETED JOINTLY BY THE SITE SUPERVISOR AND SCHOOL COUNSELING CANDIDATE AFTER CONFIRMATION HAS BEEN RECEIVED OF ASSIGNMENT

Candidate's Name ____________________________  Semester of Placement _____

Telephone # (H) ___________ (W) ___________

Field Placement Site _________________________  Practicum _____ Internship _____

Site Supervisor _______________________________

Telephone # __________________

PLAN FOR COUNSELING PRACTICUM PLACEMENT

The Candidate should plan with the Site Supervisor the various activities he/she will be engaged in and the tentative schedule. It is expected that the Candidate will have an opportunity to counsel individually and perhaps in groups, to participate in, or possibly help conduct, workshops or other learning activities (if offered), and to gain some familiarity with the administration of your agency. As a bare minimum, the Candidate is expected to spend 100 hours (at least 40 hours must be in direct service to clients) during the semester at the practicum site.

Please summarize the planned activities below:

1. Individual counseling or co-counseling (Type of clients, ages, frequency of sessions, and the like)
2. Group or family counseling
3. Participation in workshops, seminars, and the like.
4. Administrative activities
5. Arrangements for supervision
6. Tentative Schedule
Plan for Practicum Experience

<table>
<thead>
<tr>
<th>Type of Placement:</th>
<th>Practicum</th>
<th>Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester of Placement:</td>
<td>Begin Date</td>
<td>End Date</td>
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</tbody>
</table>

Weekly Schedule

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<td>Start Time</td>
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<td>End time</td>
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<tr>
<td>*Supervision</td>
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</table>

*Student must receive at least 1 hour of supervision per week.

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Observe</th>
<th>Co-lead</th>
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</thead>
<tbody>
<tr>
<td>Classroom Guidance</td>
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<tr>
<td>Individual Counseling</td>
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<tr>
<td>Career Workshops/Career Days</td>
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<tr>
<td>Special programs for Candidates (i.e. drug and alcohol counseling, male and female issues)</td>
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<tr>
<td>Create and develop workshops and seminars</td>
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<tr>
<td>Administrative activities</td>
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<td>Mediation</td>
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<tr>
<td>Counseling/Teacher workshops or meetings</td>
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<tr>
<td>Candidate/Parent Conferences</td>
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<tr>
<td>Conflict Resolution</td>
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<tr>
<td>Developing a counselor resource bank</td>
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<tr>
<td>Professional Development workshops/activities</td>
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<tr>
<td>Collaborative Partnerships</td>
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<tr>
<td>Developing and participating in activities for at-risk Candidates</td>
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</tbody>
</table>
Developing programs and participating in activities for students with special needs

Address Diversity
Crises Intervention

Approved: Date

1. Field Supervisor

2. BSU Advisor or Internship Professor

3. Candidate

Submit a copy of this completed form on the first day of class to your University Professor.
Name: ________________________________  Month: __________________

Practicum Time Sheet

<table>
<thead>
<tr>
<th>Activities</th>
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For each day of Practicum, enter the number of hours or partial hours engaged in each of the above activities. D = Direct Service; I = Indirect Service.

Site Supervisor’s Signature: __________________________  Date: _________________

School Counseling Program Manual  Page 32
Formative Practicum Evaluation: School Counseling Program

College of Education

Candidate: ___________________ Phone:______________________ Email:________________________
Supervisor:___________________ Phone:______________________ Email:________________________
Internship Site:________________ Semester/Year ____________ Semester /Year ____________

Instructions: Rate the candidate’s performance using the following scale. The items listed represented expectations as articulated in professional (CACPRE) and institutional (BSU) standards. Ratings on each of the items should represent candidates’ knowledge, skills, and professional dispositions as reflected in practice during internship. As a formative assessment, supervisors should take into considerations on expectations that are developmentally appropriate. Supervisors should also identify areas of strength and action plan to address areas for growth. The results should be discussed with candidates to ensure obtaining of competencies as expected of the profession.

1 = Unacceptable 2 = Needs Improvement 3 = Meets Standards 4 = Exceeds Standards N/A = Not Applicable

I. Professional Conduct and Identity

1. Professionalism
Presents self as a professional to others, including attire, punctuality and interaction with others. 1 2 3 4 N/A

2. Ethical Practice
Adheres to American Counseling Association and Institution policies, procedures, and ethics in all areas of professional functioning. 1 2 3 4 N/A

3. Helping Relationships
Employs appropriate counseling skills and processes in the development of a therapeutic relationship with clients, colleagues, and other professionals as needed. 1 2 3 4 N/A

4. Awareness, Growth, and Development
Recognizes own strengths and limitations, and seeks growth and development in meeting expectations of professional functioning in multicultural contexts. 1 2 3 4 N/A

5. Theory and Practice
Demonstrates abilities to integrate knowledge, skills and professional dispositions in practice through development and implementation of plans that are grounded in sound counseling principles, sensitive to client’s worldviews, and coherent to counselor’s theoretical orientation. 1 2 3 4 N/A

II. CACREP Program Area Standards

1. Foundations
B-1 Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. 1 2 3 4 N/A
B-2 Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program 1 2 3 4 N/A

2. Counseling, Prevention, & Intervention
D-1 Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. 1 2 3 4 N/A
D-2 Provide individual and group counseling and classroom guidance to promote the academic, career, and persona/social development of students. 1 2 3 4 N/A
D-3 Designs and implements prevention and intervention plans related to the affects of (a) a typical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student
3. **Diversity & Advocacy**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>F-1</td>
<td>Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>F-2</td>
<td>Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>F-3</td>
<td>Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>F-4</td>
<td>Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>N/A</td>
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4. **Assessment**

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<th>N/A</th>
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<tbody>
<tr>
<td>H-1</td>
<td>Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>H-2</td>
<td>Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>H-3</td>
<td>Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
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<tr>
<td>H-4</td>
<td>Makes appropriate referrals to school and/or community resources.</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>H-5</td>
<td>Assesses barriers that impede students’ academic, career, and personal/social development.</td>
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5. **Research and Evaluation**

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<tbody>
<tr>
<td>J-1</td>
<td>Applies relevant research findings to inform the practice of school counseling.</td>
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<td>2</td>
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<td>4</td>
<td>N/A</td>
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<tr>
<td>J-2</td>
<td>Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.</td>
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<td>N/A</td>
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<tr>
<td>J-3</td>
<td>Analyzes and uses data to enhance school counseling programs.</td>
<td>1</td>
<td>2</td>
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6. **Academic Development**

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<tbody>
<tr>
<td>L-1</td>
<td>Conducts programs designed to enhance student academic development.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
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<tr>
<td>L-2</td>
<td>Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.</td>
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<td>2</td>
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<td>4</td>
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<tr>
<td>L-3</td>
<td>Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.</td>
<td>1</td>
<td>2</td>
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7. **Collaboration and Consultation**

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<tbody>
<tr>
<td>N-1</td>
<td>Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>N/A</td>
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<tr>
<td>N-2</td>
<td>Locates resources in the community that can be used in the school to improve student achievement and success.</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
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<tr>
<td>N-3</td>
<td>Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.</td>
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<td>4</td>
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<tr>
<td>N-4</td>
<td>Use peer helping strategies in the school counseling program.</td>
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<td>2</td>
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<td>N/A</td>
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<tr>
<td>N-5</td>
<td>Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.</td>
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8. **Leadership**

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<tr>
<td>P-1</td>
<td>Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.</td>
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<tr>
<td>P-2</td>
<td>Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance an advisor/advisee programs for teachers).</td>
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</table>
III. FEEDBACK AND RECOMMENDATIONS

1. Overall Assessment on Areas of Strength

2. Overall Assessment on Areas for Growth and Action Plan

3. Additional Comments

Supervisor Signature   Date

THANK YOU!
### SUMMATIVE PRACTICUM EVALUATION: SCHOOL COUNSELING PROGRAM

#### COLLEGE OF EDUCATION

<table>
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<tr>
<th>Candidate:</th>
<th>Phone:</th>
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<tbody>
<tr>
<td>Supervisor:</td>
<td>Phone:</td>
<td>Email:</td>
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<tr>
<td>Internship Site:</td>
<td>Semester/Year</td>
<td>Semester/Year</td>
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**Instructions:** Rate the candidate’s performance using the following scale. The items listed represented expectations as articulated in professional (CACPRE) and institutional (BSU) standards. Ratings on each of the items should represent candidates’ knowledge, skills, and professional dispositions as reflected in practice during internship. As a summative assessment, supervisors should take into considerations on expectations that are developmentally appropriate. Supervisors should also identify areas of strength and action plan to address areas for growth. The results should be discussed with candidates to ensure obtainment of competencies as expected of the profession.

1 = Unacceptable   2 = Needs Improvement   3 = Meets Standards   4 = Exceeds Standards

---

#### I. PROFESSIONAL CONDUCT AND IDENTITY

1. **Professionalism**  
   Presents self as a professional to others, including attire, punctuality and interaction with others.  
   
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<th>Rate</th>
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2. **Ethical Practice**  
   Adheres to American Counseling Association and Institution policies, procedures, and ethics in all areas of professional functioning.  
   
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3. **Helping Relationships**  
   Employs appropriate counseling skills and processes in the development of a therapeutic relationship with clients, colleagues, and other professionals as needed.  
   
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4. **Awareness, Growth, and Development**  
   Recognizes own strengths and limitations, and seeks growth and development in meeting expectations of professional functioning in multicultural contexts.  
   
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5. **Theory and Practice**  
   Demonstrates abilities to integrate knowledge, skills and professional dispositions in practice through development and implementation of plans that are grounded in sound counseling principles, sensitive to client’s worldviews, and coherent to counselor’s theoretical orientation.  
   
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#### II. CACREP PROGRAM AREA STANDARDS

1. **Foundations**  
   B-1 Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.  
   
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   B-2 Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program  
   
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2. **Counseling, Prevention, & Intervention**  
   D-1 Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.  
   
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   D-2 Provide individual and group counseling and classroom guidance to promote the academic, career, and persona/social development of students.  
   
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D-3 Designs and implements prevention and intervention plans related to the affects of (a) a typical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

D-4 Demonstrates the ability to use procedures for assessing and managing suicide risk.

D-5 Demonstrates the ability to use procedures for assessing and managing suicide risk.

3. Diversity & Advocacy

F-1 Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

F-2 Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

F-3 Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

F-4 Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

4. Assessment

H-1 Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

H-2 Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.

H-3 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-4 Makes appropriate referrals to school and/or community resources.

H-5 Assesses barriers that impede students’ academic, career, and personal/social development.

5. Research and Evaluation

J-1 Applies relevant research findings to inform the practice of school counseling.

J-2 Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

J-3 Analyzes and uses data to enhance school counseling programs.

6. Academic Development

L-1 Conducts programs designed to enhance student academic development.

L-2 Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

L-3 Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

7. Collaboration and Consultation

N-1 Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.

N-2 Locates resources in the community that can be used in the school to improve student achievement and success.

N-3 Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

N-4 Uses referral strategies in the school counseling program.

N-5 Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.
8. **Leadership**

P-1 Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

P-2 Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance an advisor/advisee programs for teachers).

### III. **Feedback and Recommendations**

1. **Overall Assessment on Areas of Strength**

2. **Overall Assessment on Areas for Growth and Action Plan**

3. **Additional Comments**

Supervisor Signature ___________________________ Date ___________________________

**THANK YOU!**
Dear Site Supervisor:

We are grateful that you have agreed to work with the Bowie State University School Counseling Program as a Site Supervisor. The purpose of the field experience is to provide Candidates the opportunity to gain and demonstrate their knowledge of various counseling theories, concepts, techniques, and strategies in a school under the supervision of a professional school counselor. Candidates in School Counseling Internship placement are required to complete a 600 hour over a minimum of 10 week academic term with 240 clock hours of direct service to students.

All Candidates have professional liability insurance coverage unless the Candidate is covered by liability insurance provided by your facility. This agreement in no way implies a liability of your organization with respect to future certification, professional success, or career development of the Candidate.

We look forward to working closely with you and hope that the placement of our Candidate in your facility will be mutually advantageous. The placement is a major part of the academic preparation. Our program is modeled according to MSDE, CACREP and ASCA. There are several activities that our students must experience

6. One hour per week of individual supervision
7. Development of an audio/video recording of an individual counseling session with a study.
8. Classroom guidance activities
9. Individual and group counseling activities
10. Opportunity to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).

There are activities in which we prefer they do not partake such as the following

5. Lunch duty, unless for observation of students or meetings with students.
6. Substitute teaching, holding classrooms when teachers are absent.
7. Any activities which require disciplinary measures.
8. Individual learning plans as a major responsibility.

It is our desire to visit each site and observe the candidate at least once during each field experience. We look forward to meeting with you to discuss our Candidate's activities. However, if at any time you may have concerns about attendance and/or the candidate’s inability to complete tasks as assigned; please contact the either the University Instructor or Program Coordinator, Dr. Kimberly Mills, immediately.

Enclosed you will find the Evaluation Form which is to be completed by you along
with a form for remuneration for your services. Please place these forms in a sealed envelope and return it to the Candidate at the end of the placement.

Thank you again for your willingness to partner with us in the professional development of our School Counseling Candidates.

Sincerely,

Program Coordinator
Kimberly T. Mills, Ph.D.
kmills@bowiestate.edu
(301) 860-3233 (office)

________________________________________
Bowie State University Professor

________________________________________
Email

________________________________________
Phone Number
APPLICATION FOR SCHOOL COUNSELING INTERNSHIP PLACEMENT

Date: ____________

Candidate's Name: ____________________________________________

Candidate's Address: ___________________________________________

Telephone: (H)__________ (W)__________ Social Security #: __________

Email Address: _________________________________________________

Semester of Placement: ______________________

School District Requested: ______________________________________

School Level Requested: 1st Choice__________________________ 2nd Choice________________

School Requested: ______________________ Geographical Area ____________

______________________________________________________________
Signature of Chair/Faculty Coordinator

---------------------------------------------------------------------------------------------------------------------

CONFIRMATION

Approved _______ School Assigned: ______________________________

Disapproved _____ Counselor Assigned: __________________________

Person at school to whom to report: ________________________________

School Address: __________________________________________ Phone No.___________

Approved: ___________________________ Date: ________________

Placement Coordinator

Bowie State University Internship Supervisor: __________________________

(Please fax form to 301-860-3154)
APPLICATION FOR SCHOOL COUNSELING INTERNSHIP PLACEMENT

NAME: _____________________________________________________________

ADDRESS: _________________________________________________________

SS#: ____________________________ DATE: ____________________________

PHONE#: (H)____________ (W)________ (C)__________

Please check one: Adlerian Track __________ or Eclectic Track __________

Please place a check mark next to each courses that you have completed in the School Counseling program.

___ PSYC 502 Principles and Philosophy of Counseling 3
___ PSYC 603 Mental Hygiene 3
___ EDUC 507 Human Growth & Development (Adv.) 3
___ COUN 633 Multicultural Counseling 3
___ COUN 702 Introduction to School Counseling 3
___ SPED 511 Special Education Perspective 3
___ COUN 608 Career Counseling and Development 3
___ PSYC 734 Counseling Theory and Practice 3
or
___ PSYC 730 Adlerian Theory and Practice 3
___ PSYC 780 Legal & Ethical Issues 3
___ COUN 610 Appraisal, Assessment & Evaluation 3
___ EDUC 706 Introduction To Research 3
___ COUN 731 Group Counseling 3
___ COUN 840 Counseling Children and Adolescents 3
___ COUN 836 Practicum in Guidance and Counseling 3
___ COUN 861 Seminar in Guidance and Counseling 3
___ COUN 837 Internship in Guidance and Counseling 3

Total credit hours completed to date: ____________________________

Please list any additional courses you have completed in the Graduate Counseling programs:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
BOWIE STATE UNIVERSITY
THE SCHOOL OF EDUCATION
DEPARTMENT OF COUNSELING

BIOGRAPHICAL SKETCH AND EXPECTATIONS OF THE
SCHOOL COUNSELING INTERNSHIP EXPERIENCE

A. BIOGRAPHICAL SKETCH

Name: __________________________________________

Current Address: __________________________________

Telephone Number (Home): __________ (Work): __________ (Cell) __________

TEACHING EXPERIENCE

I have _____ years of teaching experience in an elementary school setting, a middle school setting, or a high school setting. My teaching experience was completed in the __________________ city/town in the state of: ________________________________.

COUNSELING EXPERIENCE

I have _____ years of counseling experience in a school setting or in an agency setting in the following areas:

___ Individual Counseling

___ Marital Counseling

___ Art Therapy

___ Working with the intellectually deficit

___ Drug and Alcohol Counseling

___ Career Counseling

___ Group Counseling

___ Family Counseling

___ Counseling Children

___ Multicultural Counseling

___ Academic Counseling

___ Other:

________________________________________

AWARDS, RECOGNITIONS AND HONORS INCLUDE:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
PROFESSIONAL MEMBERSHIPS INCLUDE:

B. EXPECTATIONS OF COUNSELING PRACTICUM EXPERIENCE

As a Practicum Candidate, I wish to obtain experience in the following areas:

21. Group Counseling
22. Classroom Group Guidance
23. Individual Counseling
24. Career Workshops/Career Days
25. Special programs for Candidates (i.e. drug and alcohol counseling, male and female issues)
26. Create and develop workshops and seminars
27. Administrative activities
28. Mediation
29. Counseling/Teacher workshops or meetings
30. Candidate/Parent Conferences
31. Conflict Resolution
32. Developing a counselor resource bank
33. Professional Development workshops/activities
34. Collaborative Partnerships
35. Developing and participating in activities for at-risk Candidates
36. Developing programs and participating in activities for Candidates with special needs
37. Address Diversity
38. Crises Intervention
39.
40.
BOWIE STATE UNIVERSITY
DEPARTMENT OF COUNSELING

PLAN AND EXPECTATIONS FOR COUNSELING INTERNSHIP PLACEMENT
THIS FORM IS TO BE COMPLETED JOINTLY BY THE SITE
SUPERVISOR AND SCHOOL COUNSELING CANDIDATE AFTER CONFIRMATION HAS BEEN
RECEIVED OF ASSIGNMENT

Candidate's Name ____________________________ Semester of Placement ______

Telephone # (H) __________ (W) __________

Field Placement Site _________________________ Practicum _____ Internship ______

Site Supervisor ______________________________________________

Telephone # ______________

PLAN FOR COUNSELING INTERNSHIP PLACEMENT

The Candidate should plan with the Site Supervisor the various activities he/she will be engaged in and
the tentative schedule. It is expected that the Candidate will have an opportunity to counsel individually
and perhaps in groups, to participate in, or possibly help conduct, workshops or other learning activities
(if offered), and to gain some familiarity with the administration of your agency. As a bare minimum, the
Candidate is expected to spend 600 hours (of which 250 hours must be in direct service to clients) during
the semester at the internship site.

Please summarize the planned activities below:

7. Individual counseling or co-counseling (Type of clients, ages, frequency of sessions, and the like)
8. Group or family counseling
9. Participation in workshops, seminars, and the like.
10. Administrative activities
11. Arrangements for supervision
12. Tentative Schedule
**BOWIE STATE UNIVERSITY**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF COUNSELING**

**Plan for Internship Experience**

Type of Placement:  
- Practicum_________  
- Internship_________

Semester of Placement: ___________ Begin Date ___________ End Date ___________

**Weekly Schedule**

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*Student must receive at least 1 hour of supervision per week.*

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<td>Individual Counseling</td>
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<td>Career Workshops/Career Days</td>
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Approved: ____________________________  Date ____________________________

1. Field Supervisor ____________________________

2. BSU Advisor or Internship Professor ____________________________

3. Candidate ____________________________

Submit a copy of this completed form on the first day of class to your University Professor.
Internship Time Sheet

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For each day of internship, enter the number of hours or partial hours engaged in each of the above activities. D = Direct Service; I = Indirect Service.

Site Supervisor’s Signature: ____________________________________ Date: ________________
SUMMATIVE INTERNSHIP EVALUATION: SCHOOL COUNSELING PROGRAM

COLLEGE OF EDUCATION

Candidate: ___________________ Phone: ___________________ Email: ___________________
Supervisor: ___________________ Phone: ___________________ Email: ___________________
Internship Site: _________________ Semester/Year _________________ Semester /Year _________________

Instructions: Rate the candidate’s performance using the following scale. The items listed represent expectations as articulated in professional (CACPRE) and institutional (BSU) standards. Ratings on each of the items should represent candidates’ knowledge, skills, and professional dispositions as reflected in practice during internship. As a summative assessment, supervisors should take into considerations on expectations that are developmentally appropriate. Supervisors should also identify areas of strength and action plan to address areas for growth. The results should be discussed with candidates to ensure attainment of competencies as expected of the profession.

1 = Unacceptable  2 = Needs Improvement  3 = Meets Standards  4 = Exceeds Standards

I. PROFESSIONAL CONDUCT AND IDENTITY

1. Professionalism
Present self as a professional to others, including attire, punctuality and interaction with others. 1 2 3 4

2. Ethical Practice
Adheres to American Counseling Association and Institution policies, procedures, and ethics in all areas of professional functioning. 1 2 3 4

3. Helping Relationships
Employs appropriate counseling skills and processes in the development of a therapeutic relationship with clients, colleagues, and other professionals as needed. 1 2 3 4

4. Awareness, Growth, and Development
Recognizes own strengths and limitations, and seeks growth and development in meeting expectations of professional functioning in multicultural contexts. 1 2 3 4

5. Theory and Practice
Demonstrates abilities to integrate knowledge, skills and professional dispositions in practice through development and implementation of plans that are grounded in sound counseling principles, sensitive to client’s worldviews, and coherent to counselor’s theoretical orientation. 1 2 3 4

II. CACREP PROGRAM AREA STANDARDS

1. Foundations
B-1 Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. 1 2 3 4
B-2 Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program 1 2 3 4

2. Counseling, Prevention, & Intervention
D-1 Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. 1 2 3 4
D-2 Provide individual and group counseling and classroom guidance to promote the academic, career, and persona/social development of students. 1 2 3 4
D-3 Designs and implements prevention and intervention plans related to the affects of (a) a typical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student
learning and development.

D-4 Demonstrates the ability to use procedures for assessing and managing suicide risk.

D-5 Demonstrates the ability to use procedures for assessing and managing suicide risk.

3. Diversity & Advocacy

F-1 Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

F-2 Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

F-3 Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

F-4 Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

4. Assessment

H-1 Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

H-2 Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.

H-3 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-4 Makes appropriate referrals to school and/or community resources.

H-5 Assesses barriers that impede students’ academic, career, and personal/social development.

5. Research and Evaluation

J-1 Applies relevant research findings to inform the practice of school counseling.

J-2 Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

J-3 Analyzes and uses data to enhance school counseling programs.

6. Academic Development

L-1 Conducts programs designed to enhance student academic development.

L-2 Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

L-3 Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

7. Collaboration and Consultation

N-1 Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.

N-2 Locates resources in the community that can be used in the school to improve student achievement and success.

N-3 Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

N-4 Use peer helping strategies in the school counseling program.

N-5 Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

8. Leadership

P-1 Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

P-2 Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance an advisor/advisee programs for teachers).
III. FEEDBACK AND RECOMMENDATIONS

1. Overall Assessment on Areas of Strength

2. Overall Assessment on Areas for Growth and Action Plan

3. Additional Comments

Supervisor Signature ___________________________ Date ___________________________

THANK YOU!
**Formative Internship Evaluation: School Counseling Program**

**College of Education**

Candidate: ___________________ Phone: ___________________ Email: ___________________

Supervisor: ___________________ Phone: ___________________ Email: ___________________

Internship Site: ___________ Semester/Year ___________ Semester /Year ___________

**Instructions:** Rate the candidate’s performance using the following scale. The items listed represent expectations as articulated in professional (CACPRE) and institutional (BSU) standards. Ratings on each of the items should represent candidates’ knowledge, skills, and professional dispositions as reflected in practice during internship. As a formative assessment, supervisors should take into considerations on expectations that are developmentally appropriate. Supervisors should also identify areas of strength and action plan to address areas for growth. The results should be discussed with candidates to ensure obtainment of competencies as expected of the profession.

1 = Unacceptable  2 = Needs Improvement  3 = Meets Standards  4 = Exceeds Standards  N/A = Not Applicable

**I. Professional Conduct and Identity**

1. **Professionalism**
   Presents self as a professional to others, including attire, punctuality and interaction with others.

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2. **Ethical Practice**
   Adheres to American Counseling Association and Institution policies, procedures, and ethics in all areas of professional functioning.

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3. **Helping Relationships**
   Employs appropriate counseling skills and processes in the development of a therapeutic relationship with clients, colleagues, and other professionals as needed.

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4. **Awareness, Growth, and Development**
   Recognizes own strengths and limitations, and seeks growth and development in meeting expectations of professional functioning in multicultural contexts.

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5. **Theory and Practice**
   Demonstrates abilities to integrate knowledge, skills and professional dispositions in practice through development and implementation of plans that are grounded in sound counseling principles, sensitive to client’s worldviews, and coherent to counselor’s theoretical orientation.

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**II. CACREP Program Area Standards**

1. **Foundations**
   B-1 Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.

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   B-2 Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

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2. **Counseling, Prevention, & Intervention**
   D-1 Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

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   D-2 Provide individual and group counseling and classroom guidance to promote the academic, career, and persona/social development of students.

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   D-3 Designs and implements prevention and intervention plans related to the affects of (a) a typical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student

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3. Diversity & Advocacy

F-1 Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.  1 2 3 4 N/A
F-2 Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.  1 2 3 4 N/A
F-3 Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.  1 2 3 4 N/A
F-4 Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.  1 2 3 4 N/A

4. Assessment

H-1 Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.  1 2 3 4 N/A
H-2 Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.  1 2 3 4 N/A
H-3 Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.  1 2 3 4 N/A
H-4 Makes appropriate referrals to school and/or community resources.  1 2 3 4 N/A
H-5 Assesses barriers that impede students’ academic, career, and personal/social development.  1 2 3 4 N/A

5. Research and Evaluation

J-1 Applies relevant research findings to inform the practice of school counseling.  1 2 3 4 N/A
J-2 Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.  1 2 3 4 N/A
J-3 Analyzes and uses data to enhance school counseling programs.  1 2 3 4 N/A

6. Academic Development

L-1 Conducts programs designed to enhance student academic development.  1 2 3 4 N/A
L-2 Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.  1 2 3 4 N/A
L-3 Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.  1 2 3 4 N/A

7. Collaboration and Consultation

N-1 Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.  1 2 3 4 N/A
N-2 Locates resources in the community that can be used in the school to improve student achievement and success.  1 2 3 4 N/A
N-3 Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.  1 2 3 4 N/A
N-4 Use peer helping strategies in the school counseling program.  1 2 3 4 N/A
N-5 Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.  1 2 3 4 N/A

8. Leadership

P-1 Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.  1 2 3 4 N/A
P-2 Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance an advisor/advisee programs for teachers).  1 2 3 4 N/A
III. FEEDBACK AND RECOMMENDATIONS

1. Overall Assessment on Areas of Strength

2. Overall Assessment on Areas for Growth and Action Plan

3. Additional Comments

__________________________________________________________________________

Supervisor Signature                                      Date

THANK YOU!