**Master Syllabus**

**College of Education**

**Department of Leadership, Counseling and Educational Technology**

**SDS 6830 Internship III in School Counseling**

3 Credits

CRN, Semester

Faculty Name and Rank

|  |  |  |
| --- | --- | --- |
| **Contact Information** | **Class Hours** | **Office Hours** |
| Office: Phone: Fax: E-mail: SKYPE:  |  Day, Time, Room |  Days/TimesOr by appointmentvia officeor SKYPEor On-line as scheduled |

**Course Description: (From catalog plus any additional instructor amplification)**

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| Structured opportunities to observe and practice principles in the field as learned in primary classes. |
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**Objectives: (Summary if distinct from objectives for CACREP, FEAPs or NCATE)**

**Implementation Strategies**

**Primary Method of Instruction**

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| --- | --- | --- |
| **Included? Y/N** | **Method Type** | **Description** |
| x | Analysis and Reflection | Reflection on practice is of importance because it enables practitioners to assess, understand and learn through their experiences. A positive active process of reflection that reviews, analyses and evaluates experiences draws on theoretical concepts and previous learning and so provides an action plan for future experiences. |
| x | Artifacts (i.e., audio tape/video) | Audio and/or video recorded lessons are used for analysis, annotation and reflection on counseling concepts that are being put into practice.  |
|  | Cooperative Learning Activities | Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together. |
| x | Large/Small Group Discussion | Group work provides opportunities for intellectual and personal growth that cannot be achieved so easily in the standard lecture situation. It provides opportunities for interaction between students and among students. |
|  | Lecture  | The lecture is a teaching method where an instructor is the central focus of information transfer. Lectures are a straightforward way to impart knowledge to students quickly. |
|  | Role Play | Role-playing refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. |
|  | Virtual/Online | The entire course is taught online with possibly a maximum of one or two face to face meetings. |
|  | Web Based Activity/Hybrid  | Web based activities tend to provide information resources for students and/or help to create a richer learning environment that includes activities, resources, and assessment. |
| x | Field Experience Course | The course is primarily designed to provide practicum or internship experiences and supervision. |
|  | Guest Speakers/ Field Trips | The course includes one or more guest speakers or trips to external sites (on an individual or group basis) to support learning from experts or examples from the field. |

**Required Materials/Activities:**

**Required of all counseling degree seeking students:**

**On-line purchase of Livetext, if you have not already purchased it.**

**Recommended Texts:**

**Classroom handouts**

1. Assigned and chosen articles
2. All assigned online articles and other materials.
3. Class lectures, audio recordings, readings, role-plays, discussions, presentations, and other activities.
4. Quality recordings of all meetings. (Recordings that cannot be easily deciphered will be returned and will not count toward course requirements.) All students will submit recordings digitally. Recommended is the *Olympus WS-300M 256 MB Digital Voice Recorder and Music Player*. The Olympus WS-300 has a USB port so it is very easy to transfer files without wires. All recordings will be submitted using the free service [www.YouSendit.com](http://www.YouSendit.com) as described in class.
5. **All Paperwork.** Complete and submit all required paperwork and forms (included).
6. **Present cases.** Be prepared to present taped segments in class and with your supervisors with accompanying analysis for supervision and processing.
7. **Participate** in group discussion and case processing sessions.
8. **Liability insurance.** Students must show proof of professional liability insurance from the ACA, AMHCA, ASCA (included with your membership), or other professional organization before meeting with clients can begin.

**Sample Calendar of Coursework Activities**

**(Note that schedule may be subject to change.)**

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|  **Important Notes: Instructor Policies and Rules** |

1. **Class Attendance Policy** .

**SAMPLE:** The classroom format is largely experiential. It is not possible to make up the experiences of demonstration, discussion, and feedback done in class. In order for maximum learning to occur, you must attend class regularly. Everyone is entitled to two (2) absences without penalty. For each absence beyond two, your final grade will be lowered by 10%. To be considered present you must be in class from beginning to end on a given day. It is also expected that all students have a valid reason for missing class which does not include “the last day of class.” All readings must be completed prior to class in order to maximize class discussions. During class, relevant questions, pertinent comments, and appropriate risk taking (i.e., modeling) are welcomed and encouraged.

1. **Written Assignments**. **Sample** All papers must be written in American Psychological Association (APA) form and style unless otherwise indicated. Papers are graded on the basis of professional quality/content, organization, form, and APA style. That means that format, references, citations, and writing must be both professionally and technically correct.
2. **Evaluation.** Statements here cover whether a course is on a points accrual or percentage basis, if all assignments must be completed to achieve a passing grade, policy on late work. Discuss here if course is pass fail.

| **Description** | **Points** |
| --- | --- |
| Meeting minimum requirements for direct and indirect hours  |  |
| Recordings |  |
|  |  |
|  |  |
| Professionalism and Participation  |  |
| TOTAL |  |

|  |  |  |
| --- | --- | --- |
| **Minimum Percent** | **Minimum Points** | **Grade** |
| 90 |  | A |
| 80 |  | B |
| 70 |  | C |
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**Policy regarding late or incomplete assignments**

1. **(Sample language about credit (full, partial or none) for late or incomplete work and number of days or week work can be late.** Incomplete assignments will be provided the opportunity for completion before the end of the term or will be severely penalized.
2. Late assignments lose 10% per week or any part thereof that are late.
3. No incomplete grades will be awarded without students proposing and the professor accepting a contract in writing that specifies the work to be completed and the time schedule for its completion.

At the instructor’s discretion and based on exceptionally strong performance in one or more areas, students whose cumulative points are within 5 of cut off scores may be awarded + or – grades.

**Policies regarding technology usage and use of technology in class.**

1. **Sample Statement regarding the level of technology usage and any policies regarding use of cell phones, PDAs, laptops, and other personal electronic devices** Please Note: If you use a computer to take notes, please don’t be sending emails or be on the internet or any websites during class. I find this activity very disrespectful. If you are bored with what’s going on, please see me. Please shut down your cell phones unless you are employed at a critical care facility and are on-call, or have a pending emergency in your family. Everyone will appreciate this.

**The Fine Print: College/University Rules**

**Academic Behavior Standards and Academic Dishonesty**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the Student Code of Conduct and Policies and Procedures sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at <http://studentservices.fgcu.edu/judicialaffairs/new.html>

**College of Education LiveText Statement**

The College of Education has adopted the use of Live Text software to assist in the assessment of student's performance and program quality. As a degree-seeking, endorsement or certification student you are responsible for purchasing a membership to Live Text during your first course in the FGCU's College of Education. If you do not have a membership to Live Text, you will need to purchase it immediately. This is a one-time only purchase. Students enrolled in this class will be required to submit critical tasks (assignments that are linked to standards, relevant to the field you have chosen). Your work will receive scores in Live Text that will be used to help monitor your demonstration of the standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed. Your documented success on these tasks can contribute to a portfolio that showcases your learning for current and future employers.

**Confidentiality**

Protecting confidentiality is the cornerstone of our profession. You are expected to protect the information and identity of any client you work with as specified and limited by ethical standards (ACA and AMHCA and or ASCA) and relevant state and Federal laws. In some situations, class participants can sometimes serve as clients, counselors and peer supervisors. As a result, confidentiality regarding client issues is mandatory. Thus it is a baseline expectation that you will not carry personal information out of this class. Student school counselors are also expected to follow the Florida Standards for Professional Practice.

**Furthermore, students will be required to record, with appropriate permission and informed consent, counseling sessions for evaluation by site, university and peer supervisors**. This will be done using digital recording equipment and exchange of recordings using YouSendIt.com. Please register on Yousendit if you do not already have an account and familiarize yourself with how to readily send your digital recordings.

**Disability Accommodations Services**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239-590-7956 or TTY 239-590-7930

**E-mail.**

Students at Florida Gulf Coast University are eligible to obtain an e-mail account. In order to learn about this technology, you are required to open up an account and become familiar with the computer services available at FGCU. To activate, and your account, go to <http://eagle.fgcu.edu/> or you can call the Help Desk at 590-7107. Also, you should know that you can check and send messages from any Internet connection by going to http://eagle.fgcu.edu/.

**Student Observance of Religious Holidays**

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

**The fine print: Standards and Assessments**

**Florida Educator Accomplished Practices**

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| FL-FTCE-COMP-GUIDCOUNS-2012.1 | Knowledge of counseling |
| FL-FTCE-COMP-GUIDCOUNS-2012.1.1 | Demonstrate knowledge of major counseling theories. |
| FL-FTCE-COMP-GUIDCOUNS-2012.1.4 | Recognize criteria for selecting appropriate modes of counseling interventions in individual, small group, and large group settings. |
| FL-FTCE-COMP-GUIDCOUNS-2012.1.5 | Demonstrate knowledge of interpersonal processes in small and large group settings. |
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| FL-FTCE-COMP-GUIDCOUNS-2012.1.8 |

 | Identify appropriate evidence-based counseling approaches for specific populations. |
| FL-FTCE-COMP-GUIDCOUNS-2012.2.3 | Identify materials and resources for implementing guidance curricula (e.g., character education, conflict resolution, bullying prevention, mediation training). |
| FL-FEAP-2010.2.a.1.a  | Aligns instruction with state-adopted standards at the appropriate level of rigor; |
| FL-FEAP-2010.2.a.1.b  | Sequences lessons and concepts to ensure coherence and required prior knowledge. |
| FL-FTCE-COMP-GUIDCOUNS-2012.2.6 | Demonstrate knowledge of peer helper programs. |
| FL-FTCE-COMP-GUIDCOUNS-2012.3.1 | Demonstrate knowledge of basic measurement concepts (e.g., validity, norming, reliability, error of measurement, standardization). |
| FL-FTCE-COMP-GUIDCOUNS-2012.4.8 | Identify ways to assist students in selecting secondary and postsecondary opportunities. |
| FL-FTCE-COMP-GUIDCOUNS-2012.4.9 | Demonstrate knowledge of sources of financial assistance for funding educational opportunities. |
| FL-FTCE-COMP-GUIDCOUNS-2012.5.4 | Identify appropriate procedures and follow-up strategies for student transitions. |
| FL-FTCE-COMP-GUIDCOUNS-2012.6.4 | Demonstrate knowledge of legislation concerning students with special needs. |
| FL-FTCE-COMP-GUIDCOUNS-2012.6.5 | Demonstrate knowledge of the counselor's role as an advocate and leader to promote and support student success in the school and community. |
| FL-FTCE-COMP-GUIDCOUNS-2012.7.1 | Identify effective strategies for promoting student awareness of graduation requirements, the college admission process, scholarships, and other postsecondary opportunities. |
| FL-FTCE-COMP-GUIDCOUNS-2012.9.1 | Demonstrate knowledge of the use of technology in accessing, managing, storing, reporting, and transmitting student information. |
| FL-FTCE-COMP-GUIDCOUNS-2012.9.3 | Demonstrate knowledge of the benefits and limitations of various technological applications. |
| FL-FEAP-2010.2.a.1.b  | Sequences lessons and concepts to ensure coherence and required prior knowledge. |
| FL-FEAP-2010.2.a.1.c  | Designs instruction for students to achieve mastery; |
| FL-FEAP-2010.2.a.1.d  | Selects appropriate formative assessments to monitor learning; |
| FL-FEAP-2010.2.a.1.e  | Uses diagnostic student data to plan lessons |
| FL-FEAP-2010.2.a.1.f  | Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. |
| FL-FEAP-2010.2.a.2.a  | Organizes, allocates, and manages the resources of time, space, and attention; |
| FL-FEAP-2010.2.a.2.b  | Manages individual and class behaviors through a well-planned management system; |
| FL-FEAP-2010.2.a.2.c  | Conveys high expectations to all students; |
| FL-FEAP-2010.2.a.2.d  | Respects students’ cultural, linguistic and family background; |
| FL-FEAP-2010.2.a.2.e  | Models clear, acceptable oral and written communication skills; |
| FL-FEAP-2010.2.a.2.f  | Maintains a climate of openness, inquiry, fairness and support; |
| FL-FEAP-2010.2.a.2.g  | Integrates current information and communication technologies; |
| FL-FEAP-2010.2.a.2.h  | Adapts the learning environment to accommodate the differing needs and diversity of students; and |
| FL-FEAP-2010.2.a.2.i  | Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. |
| FL-FEAP-2010.2.a.3  | Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to: |
| FL-FEAP-2010.2.a.3.a  | Deliver engaging and challenging lessons; |
| FL-FEAP-2010.2.a.3.b  | Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter; |
| FL-FEAP-2010.2.a.3.c  | Identify gaps in students’ subject matter knowledge; |
| FL-FEAP-2010.2.a.3.d  | Modify instruction to respond to preconceptions or misconceptions; |
| FL-FEAP-2010.2.a.3.e  | Relate and integrate the subject matter with other disciplines and life experiences; |
| FL-FEAP-2010.2.a.3.f  | Employ higher-order questioning techniques; |
| FL-FEAP-2010.2.a.3.g  | Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding; |
| FL-FEAP-2010.2.a.3.h  | Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students; |
| FL-FEAP-2010.2.a.3.i  | Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and |
| FL-FEAP-2010.2.a.3.j  | Utilize student feedback to monitor instructional needs and to adjust instruction. |
| FL-FEAP-2010.2.a.4.a  | Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process; |
| FL-FEAP-2010.2.a.4.b  | Designs and aligns formative and summative assessments that match learning objectives and lead to mastery; |
| FL-FEAP-2010.2.a.4.c  | Uses a variety of assessment tools to monitor student progress, achievement and learning gains; |
| FL-FEAP-2010.2.a.4.d  | Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge; |
| FL-FEAP-2010.2.a.4.e  | Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s); and |
| FL-FEAP-2010.2.a.4.f  | Applies technology to organize and integrate assessment information. |
| FL-FEAP-2010.2.b.1  | Continuous Professional Improvement. The effective educator consistently: |
| FL-FEAP-2010.2.b.1.a  | Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs; |
| FL-FEAP-2010.2.b.1.b  | Examines and uses data-informed research to improve instruction and student achievement; |
| FL-FEAP-2010.2.b.1.c  | Uses a variety ofdata, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; |
| FL-FEAP-2010.2.b.1.d  | Collaborates with the cooperating teacher and university supervisor to foster communication and to support student learning and continuous improvement; |
| FL-FEAP-2010.2.b.1.e  | Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; |
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| FL-FEAP-2010.2.b.1.f  | Implements knowledge and skills learned in professional development in the teaching and learning process. |
| FL-FEAP-2010.2.b.2  | Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B­1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession. |
| FL-FEAP-2010.2.a.1.e Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and |  |
| FL-FEAP-2010.2.b Continuous Improvement, Responsibility and Ethics. |  |
| Fl. Guid. & Couns Competency 6: **Knowledge of professional, ethical, and legal considerations** |  |

**FGCU’s School Counseling program is approved by the Florida Department of Education**

**College and University Competencies**

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| --- | --- |
| Diversity | COE 6.1 Recognize and understand the cultural, linguistic, and experiential diversity of local and global communities and demonstrate the ability to support strengths, accommodate needs and maximize potential for all individuals. (KS)COE 6.2 Believe that all individuals can learn and have a right to the appropriate support needed to help them achieve. (D) |
| Social Justice & Ethic of Care | COE 2.1 Are aware of democratic values and make equitable decisions for all individuals within a climate of openness, inclusion, and equity. (KS)COE 2.2 Believe that equity enhances the strength of a community because of the unique perspectives, individual differences and cultural norms inherent in its individual members. (D) |

**CACREP Standards Matrix**

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| --- | --- | --- |
| CACREP-2009.8.I.5 | Understands the outcome research data and best practices identified in the school counseling research literature. | Candidates submit recordings of counseling sessions for review by their supervisor. The recordings are evaluates by skills, multicultural sensitivity, use of a theory, and effectiveness of counseling clientsUniversity Internship Supervisor and Site Supervisor will complete this evaluation on the candidate’s competency and demonstration of FEAPS and Competencies.Multi-Media Closing the Gap Project |
| CACREP-2009.8.D.5 | Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate. | Candidates submit recordings of counseling sessions for review by their supervisor. The recordings are evaluates by skills, multicultural sensitivity, use of a theory, and effectiveness of counseling clientsUniversity Internship Supervisor and Site Supervisor will complete this evaluation on the candidate’s competency and demonstration of FEAPS and Competencies. |
| CACREP-2009.8.F.1 | Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. | Candidates submit recordings of counseling sessions for review by their supervisor. The recordings are evaluates by skills, multicultural sensitivity, use of a theory, and effectiveness of counseling clientsUniversity Internship Supervisor and Site Supervisor will complete this evaluation on the candidate’s competency and demonstration of FEAPS and Competencies. |
| CACREP-2009.8.F.4 | Engages parents, guardians, and families to promote the academic, career, and personal/social development of students. | Candidates submit recordings of counseling sessions for review by their supervisor. The recordings are evaluates by skills, multicultural sensitivity, use of a theory, and effectiveness of counseling clientsUniversity Internship Supervisor and Site Supervisor will complete this evaluation on the candidate’s competency and demonstration of FEAPS and Competencies. |
| CACREP-2009.8.H.1 | Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. | Candidates submit recordings of counseling sessions for review by their supervisor. The recordings are evaluates by skills, multicultural sensitivity, use of a theory, and effectiveness of counseling clientsUniversity Internship Supervisor and Site Supervisor will complete this evaluation on the candidate’s competency and demonstration of FEAPS and Competencies. |
| CACREP-2009.8.H.2 | Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development. | Candidates submit recordings of counseling sessions for review by their supervisor. The recordings are evaluates by skills, multicultural sensitivity, use of a theory, and effectiveness of counseling clientsUniversity Internship Supervisor and Site Supervisor will complete this evaluation on the candidate’s competency and demonstration of FEAPS and Competencies. |
| CACREP-2009.8.L.1 | Conducts programs designed to enhance student academic development. | Candidates submit recordings of counseling sessions for review by their supervisor. The recordings are evaluates by skills, multicultural sensitivity, use of a theory, and effectiveness of counseling clientsUniversity Internship Supervisor and Site Supervisor will complete this evaluation on the candidate’s competency and demonstration of FEAPS and Competencies. |
| CACREP-2009.8.L.2 | Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. | Candidates submit recordings of counseling sessions for review by their supervisor. The recordings are evaluates by skills, multicultural sensitivity, use of a theory, and effectiveness of counseling clientsUniversity Internship Supervisor and Site Supervisor will complete this evaluation on the candidate’s competency and demonstration of FEAPS and Competencies. |
| CACREP-2009.8.L.3 | Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement. | Candidates submit recordings of counseling sessions for review by their supervisor. The recordings are evaluates by skills, multicultural sensitivity, use of a theory, and effectiveness of counseling clientsUniversity Internship Supervisor and Site Supervisor will complete this evaluation on the candidate’s competency and demonstration of FEAPS and Competencies. |
| CACREP-2009.8.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 and advisor/advisee programs for teachers). | Candidates submit recordings of counseling sessions for review by their supervisor. The recordings are evaluates by skills, multicultural sensitivity, use of a theory, and effectiveness of counseling clientsUniversity Internship Supervisor and Site Supervisor will complete this evaluation on the candidate’s competency and demonstration of FEAPS and Competencies. |
| CACREP-2009.8.K.1 | Understands the relationship of the school counseling program to the academic mission of the school. | Candidates submit recordings of counseling sessions for review by their supervisor. The recordings are evaluates by skills, multicultural sensitivity, use of a theory, and effectiveness of counseling clientsUniversity Internship Supervisor and Site Supervisor will complete this evaluation on the candidate’s competency and demonstration of FEAPS and Competencies. |
| CACREP-2009.8.C.5 | Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning. | Candidates submit recordings of counseling sessions for review by their supervisor. The recordings are evaluates by skills, multicultural sensitivity, use of a theory, and effectiveness of counseling clientsUniversity Internship Supervisor and Site Supervisor will complete this evaluation on the candidate’s competency and demonstration of FEAPS and Competencies. |
| CACREP-2009.8.D.1 | Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. | Candidates submit recordings of counseling sessions for review by their supervisor. The recordings are evaluates by skills, multicultural sensitivity, use of a theory, and effectiveness of counseling clientsUniversity Internship Supervisor and Site Supervisor will complete this evaluation on the candidate’s competency and demonstration of FEAPS and Competencies. |
| CACREP-2009.8.D.2 | Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. | Document and maintain Professional Liability Insurance; Provided and maintained a weekly schedule at the site; Signed and abided by all internship agreements; Document meeting or exceeding minimum required hours; Document meeting or exceeding minimum direct counseling hours; Document weekly site supervision; Document mid-term and end of term site supervisor evaluation; Provided evaluations of the site, site supervisor, and University supervisor; and Attended minimum University small and large group supervision sessions and maintained ethical behavior according to ASCA and ACA codes. |
| CACREP-2009.8.C.2 | Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students. | Multi-Media Closing the Gap Project |
| CACREP-2009.8.C.3 | Knows strategies for helping students identify strengths and cope with environmental and developmental problems. | Multi-Media Closing the Gap Project |
| CACREP-2009.8.C.4 | Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling. | Multi-Media Closing the Gap Project |
| CACREP-2009.8.D.3 | Designs and implements prevention and intervention plans related to the effects of (a) atypical 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. | Multi-Media Closing the Gap Project |
| CACREP-2009.8.E.2 | Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students. | Multi-Media Closing the Gap Project |
| CACREP-2009.8.F.2 | Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. | Multi-Media Closing the Gap Project |
| CACREP-2009.8.F.3 | Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. | Tapes- Rubric |
| CACREP-2009.8.I.4 | Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card). | Multi-Media Closing the Gap Project |
| CACREP-2009.8.J.1 | Applies relevant research findings to inform the practice of school counseling. | Multi-Media Closing the Gap Project |
| CACREP-2009.8.J.2 | Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. | Multi-Media Closing the Gap Project |
| CACREP-2009.8.J.3 | Analyzes and uses data to enhance school counseling programs. | Multi-Media Closing the Gap Project |
| CACREP-2009.8.H.5 | Assesses barriers that impede students’ academic, career, and personal/social development. | Multi-Media Closing the Gap Project |
| CACREP-2009.8.K.2 | Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school. | Multi-Media Closing the Gap Project |
| CACREP-2009.8.K.3 | Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material. | Multi-Media Closing the Gap Project |
| CACREP-2009.8.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. | Multi-Media Closing the Gap Project |
| CACREP-2009.8.N.1 | Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school. | Students record practice counseling sessions and demonstrate basic communication and interviewing skills, client goal development, implementing appropriate counseling strategies, with clients/students from diverse backgrounds and situations. |
| CACREP-2009.8.N.3 | Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. | Students record practice counseling sessions and demonstrate basic communication and interviewing skills, client goal development, implementing appropriate counseling strategies, with clients/students from diverse backgrounds and situations. |
| CACREP-2009.8.N.4 | Uses peer helping strategies in the school counseling program. | Students record practice counseling sessions and demonstrate basic communication and interviewing skills, client goal development, implementing appropriate counseling strategies, with clients/students from diverse backgrounds and situations. |
| CACREP-2009.8.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. | Students record practice counseling sessions and demonstrate basic communication and interviewing skills, client goal development, implementing appropriate counseling strategies, with clients/students from diverse backgrounds and situations. |
| CACREP-2009.8.B.1 | Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. | Ethics Rubric |

**Other CACREP Competencies covered**

**The FGCU Counseling Programs are accredited by the *Council for Accreditation of Counseling & Related Educational Programs*.**

**Date of Master Syllabus Review 2 20 2013**

**Form Date 2 18 2013**